

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

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

| Last Name         | First Name | Job Title                               | PA Certified Yes/No | Area of Certification/Certification Type  | Grades Teaching or Serving | PIMS ASSIGNMENT CODE (2020/2021)<br>Updated 08/30/2021   | Number or Hours Worked in Assignment (2021/2022) | Percentage of Time Areas Not Certified |
|-------------------|------------|---|---------------------|---|----------------------------|--|--|--|
| Nyeholt           | Amy        | Assistant Director of Curriculum        | Yes                 | Instructional II_Administrative I_3230_1115_English 7-12_Principal PK-12  | PK-12                      | <b>(2850-ML English 7-9 (100%))</b>                      | 1680   | 0                                      |
| Lindner           | Megan      | Assistant Director of Special Education | Yes                 | Instructional II_Administrative II_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12 | PK-12                      | <b>(9215-Supervisor, Special Education (100%))</b>       | 1680   | 0                                      |
| Lindner           | Justin     | Assistant Principal                     | Yes                 | Instructional II_Administrative II_2810_2860_1115_Elementary K-6_MidLevel Math 6-9_Principal PK-12  | 6-8                        | <b>(1101-Assistant/Vice Elementary Principal (100%))</b> | 1680   | 0                                      |
| Rosenberger       | Melanie    | Assistant Principal                     | Yes                 | Instructional I_Administrative I_2810_2840_1115_Elementary K-6_Early Childhood N-3_Principal PK-12  | K-5                        | <b>(1101-Assistant/Vice Elementary Principal (100%))</b> | 1680   | 0                                      |
| Russell           | Richard    | Assistant Principal                     | Yes                 | Instructional II_Administrative II_2810_2860_2870_2880_1115_Elementary K-6_MidLevel Math 6-9_MidLevel Citizenship 6-9_MidLevel Science 6-9_Principal PK-12      | 6-8                        | <b>(1101-Assistant/Vice Elementary Principal (100%))</b> | 1680   | 0                                      |
| Docherty          | Ian        | Assistant Principal                     | Yes                 | Instructional I_Administrative I_2860_3230_6420_8875_1115_MidLevel Math 6-9_English 7-12_Library Science PK-12_Social Studies 7-12_Principal PK-12              | 9-12                       | <b>(1106-Assistant/Vice Secondary Principal (100%))</b>  | 1680   | 0                                      |
| Wisniewski        | Sean       | Assistant Principal                     | Yes                 | Instructional II_Administrative I_8875_1115_Social Studies 7-12_Principal PK-12   | 9-12                       | <b>(1106-Assistant/Vice Secondary Principal (100%))</b>  | 1680   | 0                                      |
| Gianvito          | Nicole     | Assistant Principal                     | Yes                 | Instructional II_Administrative II_3200_3230_1115_Communications 7-12_English 7-12_Principal PK-12  | 6-8                        | <b>(1111-Middle School Principal (100%))</b>             | 1680   | 0                                      |
| Steder            | Sarah      | Assistant Principal                     | Yes                 | Instructional II_Administrative I_8875_1115_Social Studies 7-12_Principal PK-12   | 6-8                        | <b>(1112-Assistant/Vice MS Principal (100%))</b>         | 1680   | 0                                      |
| Collins           | Kimberly   | Assistant Principal                     | Yes                 | Instructional II_Administrative II_2810_2860_2880_9225_1115_Elementary K-6_MidLevel Math 6-9_MidLevel Science 6-9_Special Education PK-12_Principal PK-12       | 6-8                        | <b>(1112-Assistant/Vice MS Principal (100%))</b>         | 1680   | 0                                      |
| Walaan            | George     | Assistant Principal                     | Yes                 | Instructional I_Administrative II_2810_1115_Elementary K-6_Principal PK-12  | 6-8                        | <b>(1112-Assistant/Vice MS Principal (100%))</b>         | 1680   | 0                                      |
| Fetterman         | Jessica    | Assistant Principal                     | Yes                 | Instructional II_Administrative I_6800_1115_Math 7-12_Principal PK-12   | 9-12                       | <b>(1106-Assistant/Vice Secondary Principal (100%))</b>  | 1680   | 0                                      |
| McDonough         | Cynthia    | Assistant Principal                     | Yes                 | Instructional II_Administrative I_8405_1115_Biology 7-12_Principal PK-12  | 9-12                       | <b>(1106-Assistant/Vice Secondary Principal (100%))</b>  | 1680   | 0                                      |
| Marker            | Jaclyn     | Blended Classroom Teacher               | Yes                 | Instructional II_2840_Early Childhood N-3   | K-5                        | <b>(2843-Kindergarten, age 5 (K5) (100%))</b>            | 1680   | 0                                      |
| Bernardi          | Karen      | Blended Classroom Teacher               | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3  | K-5                        | <b>(2843-Kindergarten, age 5 (K5) (100%))</b>            | 1680   | 0                                      |
| Gill              | Nicole     | Blended Classroom Teacher               | Yes                 | Instructional II_2810_7650_Elementary K-6_Reading Specialist PK-12  | K-5                        | <b>(2843-Kindergarten, age 5 (K5) (100%))</b>            | 1680   | 0                                      |
| Biega             | Cary       | Blended Classroom Teacher               | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | K-5                        | <b>(2843-Kindergarten, age 5 (K5) 100%</b>               | 1680   | 0                                      |
| Kohser            | Melissa    | Blended Classroom Teacher               | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | K-5                        | <b>(2843-Kindergarten, age 5 (K5) 100%</b>               | 1680   | 0                                      |
| D'Amore           | Marissa    | Blended Classroom Teacher               | Yes                 | Instrucational I_2825_Grades PK-4   | K-5                        | <b>(2844-Elementary Primary Grades 1-3 (100%))</b>       | 1680   | 0                                      |
| McCommons         | Kathleen   | Blended Classroom Teacher               | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | <b>(2844-Elementary Primary Grades 1-3 (100%))</b>       | 1680   | 0                                      |
| DiDonato          | Kristen    | Blended Classroom Teacher               | Yes                 | Instructional II_Program Specialist_2810_2840_7650_4499_Elementary K-6_Early Childhood N-3_Reading Specialist PK-12_English as a Second Language (ESL) PK-12    | K-5                        | <b>(2844-Elementary Primary Grades 1-3 (100%))</b>       | 1680   | 0                                      |
| Colantoni -Wojtas | Marci      | Blended Classroom Teacher               | Yes                 | Instructional II_2840_9225_Early Childhood N-3_Special Education PK-12  | K-5                        | <b>(2844-Elementary Primary Grades 1-3 (100%))</b>       | 1680   | 0                                      |

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| Boyde         | Julie      | Blended Classroom Teacher | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))                         | 1680   | 0                                      |
| Hosein        | Maria      | Blended Classroom Teacher | Yes                 | Instructional II_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))                         | 1680   | 0                                      |
| Imbriale      | Susan      | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))                         | 1680   | 0                                      |
| Bowers        | Mary       | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))                         | 1680   | 0                                      |
| Burket        | Mandy      | Blended Classroom Teacher | Yes                 | Instructional II_Administrative I_2810_1115_Elementary K-6_Principal PK-12  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))                         | 1680   | 0                                      |
| Jeffers       | Nicole     | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))                         | 1680   | 0                                      |
| Canavesi      | Jordan     | Blended Classroom Teacher | Yes                 | Instructional II_Administrative_2810_1115_Elementary K-6_Principal PK-12  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))                         | 1680   | 0                                      |
| Corman        | Kelli      | Blended Classroom Teacher | Yes                 | Instructional II_Letter of Equivalency_2810_1185_Elementary K-6_Masters's Equivalency   | K-5                        | (2844-Elementary, Primary Grades 1-3 (100%))                        | 1680   | 0                                      |
| Temple        | Jennifer   | Blended Classroom Teacher | Yes                 | Instructional II_Administrative I_2810_9225_1115_Elementary K-6_Special Education PK-12_Principal PK-12                               | K-5                        | (2844-Elementary, Primary Grades 1-3 (100%))                        | 1680   | 0                                      |
| Record        | Erica      | Blended Classroom Teacher | Yes                 | Instructional II_Administrative I_2810_1115_Elementary K-6_Principal PK-12  | K-5                        | (2844-Elementary, Primary Grades 1-3 (100%))                        | 1680   | 0                                      |
| Ayre          | Charles    | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Lumley        | Eva        | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Marchionda    | David      | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Testa         | Kelly      | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Pratte        | Tracy      | Blended Classroom Teacher | Yes                 | Instructional II_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Huckestein    | Jeffrey    | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Rudy          | Jasmine    | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Chismar       | Jessica    | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Schlosser     | Carrie     | Blended Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6   | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Braun         | Michaela   | Blended Classroom Teacher | Yes                 | Instructional II_2810_7650_Elementary K-6_Reading Specialist PK-12  | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Manning       | Kelly      | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Grimm         | Amanda     | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| Newell        | Carol      | Blended Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6  | K-5                        | (2845-Elementary, Intermediate Grades 4-6 (100%))                   | 1680   | 0                                      |
| McGuire       | Deborah    | Blended Classroom Teacher | Yes                 | Instructional II_2810_3230_7650_Elementary K-6_English 7-12_Reading Specialist PK-12  | 6-8                        | (2850-ML English 7-9 (100%))  | 1680   | 0                                      |
| Sovesky       | Amanda     | Blended Classroom Teacher | Yes                 | Instructional II_3230_English 7-12  | 6-8                        | (2850-ML English 7-9 (100%))  | 1680   | 0                                      |
| Blair         | Christy    | Blended Classroom Teacher | Yes                 | Instructional I_2810_2850_2860_Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9  | 6-8                        | (2850-ML English 7-9 (100%))  | 1680   | 0                                      |
| Williams      | Melissa    | Blended Classroom Teacher | Yes                 | Instructional II_2810_2850_Elementary K-6_MidLevel English 6-9  | 6-8                        | (2850-ML English 7-9 (100%))  | 1680   | 0                                      |
| Lowmaster     | Angela     | Blended Classroom Teacher | Yes                 | Instructional II_2810_2850_Elementary K-6_MidLevel English 6-9  | 6-8                        | (2850-ML English 7-9 (100%))  | 1680   | 0                                      |
| Plummer       | Patricia   | Blended Classroom Teacher | Yes                 | Instructional II_2810_7650_Elementary K-6_Reading Specialist PK-12  | 6-8                        | (2850-ML English 7-9 (100%))  | 1680   | 0                                      |
| Lee           | Natasha    | Blended Classroom Teacher | Yes                 | Instructional II_2810_3230_Elementary K-6_English 7-12  | 6-8                        | (2850-ML English 7-9 (100%))  | 1680   | 0                                      |
| Lichtenwalner | Mary       | Blended Classroom Teacher | Yes                 | Instructional I_2860_3230_8405_8875_MidLevel Math 6-9_English 7-12_Biology 7-12_Social Studies 7-12                                   | 9-12                       | (2850-ML English 7-9 (50%))_3200-English/Communication 10-12 (50%)  | 1680   | 0                                      |
| Beadle        | Jared      | Blended Classroom Teacher | Yes                 | Instructional I_2825_3200_3230_7650_9226_Grades PK-4_Communications 7-12_English 7-12_Reading Specialist PK-12_Special Education PK-8 | 9-12                       | (2850-ML English 7-9 (50%))_3200-English/Communications 10-12 (50%) | 1680   | 0                                      |
| Pugach        | Marina     | Blended Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))   | 1680   | 0                                      |
| Durbin        | Cassandra  | Blended Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))   | 1680   | 0                                      |
| Lambert       | Rachel     | Blended Classroom Teacher | Yes                 | Instructional I_3100_Grades 4-8 (All subjects 4-6, Math 7-8)  | 6-8                        | (2860-ML Math 7-9 (100%))   | 1680   | 0                                      |
| Anastasio     | Connie     | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))   | 1680   | 0                                      |
| Forshee       | Julie      | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))   | 1680   | 0                                      |

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| Weidler    | Amanda     | Blended Classroom Teacher | Yes                 | Instructional II_2810_2860_7650_9225_Elementary K-6_MidLevel Math 6-9_Reading Specialist PK-12_Special Education PK-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Vasquez    | Morgan     | Blended Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Muto       | Samantha   | Blended Classroom Teacher | Yes                 | Instructional II_1603_2850_2860_Business Computer Info Technology PK-12_MidLevel English 6-9_MidLevel Math 6-9  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Paraniuk   | Breanne    | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Chevalier  | Megan      | Blended Classroom Teacher | Yes                 | Instructional I_2810_2860_Elementary K-6_MidLevel Math 6-9  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Peterman   | Melinda    | Blended Classroom Teacher | Yes                 | Instructional II_2810_2860_Elementary K-6_MidLevel Math 6-9   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Applegarth | Jessica    | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Davidson   | Alan       | Blended Classroom Teacher | Yes                 | Instructional I_2810_2850_2870_Elementary K-6_ML English 6-9_ML Citizenship 6-9   | 6-8                        | (2870-ML Social Studies 7-9 (100%))                    | 1680   | 0                                      |
| Babington  | Benjamin   | Blended Classroom Teacher | Yes                 | Instructional I_8875_9227_Social Studies 7-12_Special Education 7-12  | 6-8                        | (2870-ML Social Studies 7-9 (100%))                    | 1680   | 0                                      |
| Parsons    | Abigale    | Blended Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12  | 6-8                        | (2870-ML Social Studies 7-9 (100%))                    | 1680   | 0                                      |
| Dunlap     | Jonathan   | Blended Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12   | 6-8                        | (2870-ML Social Studies 7-9 (100%))                    | 1680   | 0                                      |
| Pirilla    | Ashley     | Blended Classroom Teacher | Yes                 | Instructional II_2810_2860_2880_Elementary K-6_ML Math 6-9_ML Science 6-9   | 6-8                        | (2880-ML Science 7-9 (100%))                           | 1680   | 0                                      |
| Pratte     | Bryan      | Blended Classroom Teacher | Yes                 | Instructional II_Administrative I_2810_2880_1115_Elementary K-6_MidLevel Science 6-9_Principal PK-12  | 6-8                        | (2880-ML Science 7-9 (100%))                           | 1680   | 0                                      |
| Light      | Jesse      | Blended Classroom Teacher | Yes                 | Instructional I_2810_2870_2880_Elementary K-6_MidLevel Citizenship 6-9_MidLevel Science 6-9   | 6-8                        | (2880-ML Science 7-9 (100%))                           | 1680   | 0                                      |
| Johnson    | Jeremiah   | Blended Classroom Teacher | Yes                 | Instructional II_3230_English 7-12  | 9-12                       | (3200-English 10-12 (100%))                            | 1680   | 0                                      |
| Hambleton  | Emily      | Blended Classroom Teacher | Yes                 | Instructional I_3230_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Hoffman    | Karlee     | Blended Classroom Teacher | Yes                 | Instructional II_Program Specialist_3230_4499_English 7-12_English as a Second Language (ESL) PK-12   | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| LoFaso     | Carrie     | Blended Classroom Teacher | Yes                 | Instructional II_3200_3230_Communications 7-12_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Russell    | Rebecca    | Blended Classroom Teacher | Yes                 | Instructional II_Letter of Equivalency_3230_9227_1185_English 7-12_Special Education 7-12_Masters's Equivalency   | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Hinden     | Nicole     | Blended Classroom Teacher | Yes                 | Instructional II_Educational Specialist I_2810_2850_2870_3230_1825_Elementary K-6_MidLevel English 6-9_MidLevel Citizenship 6-9_English 7-12_Inst Technology Specialist PK-12 | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Miller     | Chelsea    | Blended Classroom Teacher | Yes                 | Instructional II_3230_English 7-12  | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Mangan     | Stephanie  | Blended Classroom Teacher | Yes                 | Instructional I_3230_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Hunt       | Emily      | Blended Classroom Teacher | Yes                 | Instructional II_3230_English 7-12  | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Hersperger | Christine  | Blended Classroom Teacher | Yes                 | Instructional I_3230_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| O'Brien    | Amy        | Blended Classroom Teacher | Yes                 | Instructional II_2810_2850_3230_Elementary K-6_MidLevel English 6-9_English 7-12  | 9-12                       | (3200-English/Communication 10-12 (100%))              | 1680   | 0                                      |
| Garrison   | Joseph     | Blended Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12   | 9-12                       | (6800-Math 10-12 (100%))                               | 1680   | 0                                      |
| Chrisman   | Bradley    | Blended Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12  | 9-12                       | (6800-Math 10-12 (100%))                               | 1680   | 0                                      |
| Battisti   | Kevin      | Blended Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12  | 9-12                       | (6800-Math 10-12 (100%))                               | 1680   | 0                                      |
| Dunlap     | Krystal    | Blended Classroom Teacher | Yes                 | Instructional II_2810_6800_9225_Elementary K-6_Math 7-12_Special Education PK-12  | 9-12                       | (6800-Math 10-12 (100%))                               | 1680   | 0                                      |
| Finegan    | Virginia   | Blended Classroom Teacher | Yes                 | Instructional II_2810_2860_6800_Elementary K-6_MidLevel Math 6-9_Math 7-12  | 9-12                       | (6800-Math 10-12 (100%))                               | 1680   | 0                                      |
| Riggle     | Tami       | Blended Classroom Teacher | Yes                 | Instructional II_2810_6800_Elementary K-6_Math 7-12   | 9-12                       | (6800-Math 10-12 (100%))                               | 1680   | 0                                      |
| Garber     | Jennifer   | Blended Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12  | 9-12                       | (8405-Biology (100%))                                  | 1680   | 0                                      |
| Knopsnider | William    | Blended Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12  | 9-12                       | (8405-Biology (100%))                                  | 1680   | 0                                      |

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| Kosar       | Brooke     | Blended Classroom Teacher    | Yes                 | Instructional II_8405_8440_8450_Biology 7-12_Earth and Space Science 7-12_General Science 7-12   | 9-12                       | (8405-Biology (100%))  | 1680   | 0                                      |
| Raymond     | October    | Blended Classroom Teacher    | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                       | (8405-Biology (100%))  | 1680   | 0                                      |
| Hipolit     | Olivia     | Blended Classroom Teacher    | Yes                 | Instructional II_2880_4810_4820_6420_8405_8450_MidLevel Science 6-9_Health PK-12_Environmental Education PK-12_Library Science PK-12_Biology 7-12_General Science 7-12 | 9-12                       | (8405-Biology (100%))  | 1680   | 0                                      |
| McKee       | Christy    | Blended Classroom Teacher    | Yes                 | Instructional II_Educational Specialist I_8405_8450_1836_1837_Biology 7-12_General Science 7-12_Elementary School Counselor K-6_Secondary School Counselor 7-12        | 9-12                       | (8405-Biology (100%))  | 1680   | 0                                      |
| Shafer      | Yvonne     | Blended Classroom Teacher    | Yes                 | Instructional II_8420_Chemistry 7-12   | 9-12                       | (8420-Chemistry (100%))  | 1680   | 0                                      |
| Rokicki     | Kristina   | Blended Classroom Teacher    | Yes                 | Instructional I_8405_8450_Biology 7-12_General Science 7-12  | 9-12                       | (8441-Earth and Space Science, Intermediate (100%))                              | 1680   | 0                                      |
| Darlington  | Abraham    | Blended Classroom Teacher    | Yes                 | Instructional II_8405_8420_8440_Biology 7-12_Chemistry 7-12_Earth and Space Science 7-12   | 9-12                       | (8441-Earth and Space Science, Intermediate (100%))                              | 1680   | 0                                      |
| Polochak    | Wendy      | Blended Classroom Teacher    | Yes                 | Instructional II_6800_8405_8420_8450_9225_Math 7-12_Biology 7-12_Chemistry 7-12_General Science 7-12_Special Education PK-12   | 9-12                       | (8441-Earth and Space Science, Intermediate (100%))                              | 1680   | 0                                      |
| Balko       | Andrew     | Blended Classroom Teacher    | Yes                 | Instructional I_6800_8470_Math 7-12_Physics 7-12   | 9-12                       | (8468-Physical Science, Intermediate, 10-12 (50%)_8470-Physics 10-12 (50%))      | 1680   | 0                                      |
| Cunningham  | Ronald     | Blended Classroom Teacher    | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                       | (8830-Economics (25%)_8842-Government 10-12 (75%))                               | 1680   | 0                                      |
| Barnes      | Thomas     | Blended Classroom Teacher    | Yes                 | Instructional II_Administrative I_2860_8875_1115_MidLevel Math 6-9_Social Studies 7-12_Principal PK-12   | 9-12                       | (8840-Geography 10-12 (100%))  | 1680   | 0                                      |
| Besong      | Shawn      | Blended Classroom Teacher    | Yes                 | Instructional II_Letter of Equivalency_8875_1185_Social Studies 7-12_Master's Equivalency  | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Morrow      | Chad       | Blended Classroom Teacher    | Yes                 | Instructional II_Administrative I_8875_1115_Social Studies 7-12_Principal PK-12  | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Kozak       | Roman      | Blended Classroom Teacher    | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Sokol       | Pamela     | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Martin      | Julia      | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Ketchum     | Kirk       | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Grandinetti | Marc       | Blended Classroom Teacher    | Yes                 | Instructional II_Administrative I_3200_8875_1115_Communications 7-12_Social Studies 7-12_Principal PK-12   | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Cox         | William    | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (25%)_8875-Social Studies 10-12 (75%))                       | 1680   | 0                                      |
| Loughran    | Stephanie  | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%))                       | 1680   | 0                                      |
| Douglass    | Lindsey    | Blended Classroom Teacher    | Yes                 | Instructional II_2860_8875_9225_MidLevel Math 6-9_Social Studies 7-12_Special Education PK-12  | 9-12                       | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%))                       | 1680   | 0                                      |
| Rea         | Chad       | Blended Classroom Teacher    | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                       | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%))                       | 1680   | 0                                      |
| Naughton    | Thomas     | Blended Classroom Teacher    | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                       | (8860-Psychology, Social or Behavioral Science (50%)/8880-Sociology 10-12 (50%)) | 1680   | 0                                      |
| Guido       | Jason      | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8875-Social Studies 10-12 (100%))   | 1680   | 0                                      |
| Duran       | Allison    | Blended Classroom Teacher    | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8875-Social Studies 10-12 (100%))   | 1680   | 0                                      |
| Spigelmyer  | Frances    | Chief Academic Officer (CAO) | No                  | —  | PK-12                      | (1805-Assistant to the Superintendent in Charge of Instruction (100%))           | 1680   | 100                                    |

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| Kroh           | Alexei     | College and Career Coordinator          | Yes                 | Educational Specialist II_1839_Elementary -Secondary Counselor PK-12   | 9-12                       | (1837-Secondary School Counselor (100%))                               | 1680   | 0                                      |
| Kozar          | Kristopher | College and Career Teacher              | Yes                 | Instructional I_3230_English 7-12  | 9-12                       | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Stickel        | Erica      | College and Career Teacher              | Yes                 | Instructional I_Educational Specialist I_2810_3230_1839_Elementary K-6_English 7-12_Elementary and Secondary School Counselor PK-12  | 9-12                       | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Trella         | Shari      | College and Career Teacher              | Yes                 | Instructional I_1603_3100_Business-Computer-Info Tech PK-12_Grades 4-8 (All subjects 4-6, Mathematics 7-8)   | 9-12                       | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Kvetko         | Jacquelyn  | College and Career Teacher              | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                       | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Gural          | Janice     | College and Career Teacher              | Yes                 | Instructional II_2810_2860_Elementary K-6_MidLevel Math 6-9  | 6-8                        | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Lytle          | Misty      | College and Career Teacher              | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Griffey        | Brenden    | College and Career Teacher              | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Hradil         | Tiffany    | Curriculum Coordinator                  | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2843-Kindergarten, age 5 (K5) (100%))                                 | 1680   | 0                                      |
| Booher         | Carie      | Curriculum Coordinator                  | Yes                 | Instructional II_2810_2850_Elementary K-6_MidLevel English 6-9   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))                     | 1680   | 0                                      |
| Pavkovich      | Kathleen   | Curriculum Coordinator                  | Yes                 | Instructional II_2860_6800_MidLevel Math 6-9_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))  | 1680   | 0                                      |
| Betzler        | Casey      | Curriculum Coordinator                  | Yes                 | Instructional II_8875_Social Studies 7-12  | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                    | 1680   | 0                                      |
| Batting        | Kathryn    | Curriculum Coordinator                  | Yes                 | Instructional II_3230_5600_8875_English 7-12_Family Consumer Science PK-12_Social Studies 7-12   | 9-12                       | (8875-Social Studies 10-12 (100%))                                     | 1680   | 0                                      |
| Cilli          | Joel       | Curriculum Coordinator                  | Yes                 | Instructional I_3230_6075_English 7-12_Technology Education PK-12  | 9-12                       | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Johnson        | Brandie    | Curriculum Coordinator                  | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Rogers         | Sarah      | Curriculum Coordinator                  | Yes                 | Instructional I_8405_Biology 7-12  | 9-12                       | (8845-History 10-12 (100%))  | 1680   | 0                                      |
| Strader        | Erica      | Curriculum Coordinator                  | Yes                 | Instructional II_3200_3230_Communications 7-12_English 7-12  | 9-12                       | (9900-Other not listed above (certificated personnel) 100%)            | 1680   | 0                                      |
| Shoaf          | Jennifer   | Deputy Chief Academic Officer           | Yes                 | Instructional II_2810_Elementary K-6   | PK-12                      | (1805-Assistant to the Superintendent in Charge of Instruction (100%)) | 1680   | 0                                      |
| Hissam         | Michael    | Director of Gifted and Talented         | Yes                 | Instructional II_3230_English 7-12   | PK-12                      | (1178-Supervisor, Gifted Programs (100%))                              | 1680   | 0                                      |
| Pupi           | Paul       | Director of Guidance and Pupil Services | Yes                 | Educational Specialist II_Administrative I_1837_1115_Secondary School Counselor 7-12_Principal PK-12   | PK-12                      | (2930-Supervisor, Pupil Personnel Services (100%))                     | 1680   | 0                                      |
| Crow           | Christine  | Director of Secondary Curriculum        | Yes                 | Instructional II_Administrative II_8825_8865_1115_Citizenship 7-12_Social Science 7-12_Principal PK-12   | 9-12                       | (2915-Supervisor, Curriculum and Instruction (100%))                   | 1680   | 0                                      |
| Iannini        | Mark       | Director of Special Education           | Yes                 | Instructional II_Administrative I_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor Special Education PK-12  | PK-12                      | (9215-Supervisor, Special Education (100%))                            | 1680   | 0                                      |
| Cipriano-Ortiz | Clarabelle | ELD Teacher                             | Yes                 | Instructional II_Progran Specialist_2810_4499_Elementary K-6_English as a Second Language (ESL) PK-12 (Not HQ because the state change criteria 2019/2020 SY requiring ESL Certification and content certification; teaching HS and only has Elementary Certification) | PK-12                      | (4499-ESL, K-12 Resource (Take student out for language support))      | 1680   | 0                                      |

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| Marks-Vescio | Adina      | ELD Teacher                | Yes                 | Instructional II_Program Specialist_Administrative I_3230_7650_4499_1115_English 7-12_Reading Specialist PK-12_English as a Second Language (ESL) PK-12_Principal PK-12  | PK-12                      | (4499-ESL, K-12 Resource (Take student out for language support))  | 1680   | 0                                      |
| Grinnik      | Katelyn    | ELD Teacher                | Yes                 | Instructional I_Program Specialist_2810_4499_Elementary K-6_English as a Second Language (ESL) PK-12 (Not HQ because the state change criteria 2019/2020 SY requiring ESL Certification and content certification; teaching HS and only has Elementary Certification)  | PK-12                      | (4499-ESL, K-12 Resource (Take student out for language support))  | 1680   | 0                                      |
| Buck         | Jared      | Physical Education Teacher | Yes                 | Instructional I_4805_Health & Physical Education PK-12   | PK-12                      | (4817-Physical Education (100%))   | 1680   | 0                                      |
| Pelton       | Afton      | Physical Education Teacher | Yes                 | Instructional II_2860_4805_MidLevel Math 6-9_Health & Physical Education PK-12   | PK-12                      | (4817-Physical Education (100%))   | 1680   | 0                                      |
| Ludwig       | Jacob      | Physical Education Teacher | Yes                 | Instructional II_4805_Health & Physical Education PK-12  | PK-12                      | (4817-Physical Education (100%))   | 1680   | 0                                      |
| Roach        | Marcella   | Physical Education Teacher | Yes                 | Instructional II_4805_Health & Physical Education PK-12  | PK-12                      | (4817-Physical Education (100%))   | 1680   | 0                                      |
| Barris       | Jerald     | Principal 11-12            | Yes                 | Instructional II_Administrative II_Administrative_Letter of Eligibility_Supervisory_2810_2850_2860_9225_1115_1150_1160_2300_9215_Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9_Special Education PK-12_Principal PK-12_Superintendent PK-12_IU Executive Director PK-12_Career and Technical Administrative Director 7-12_Supervisor Special Education PK-12 | 9-12                       | (1105-Secondary Principal (100%))  | 1680   | 0                                      |
| Romasco      | Kevin      | Principal 6-8              | Yes                 | Instructional II_Administrative II_6800_1115_Math 7-12_Principal PK-12   | 6-8                        | (1111-Middle School Principal (100%))  | 1680   | 0                                      |
| Phillips     | Danielle   | Principal 9-10             | Yes                 | Instructional II_Administrative I_3230_1115_English 7-12_Principal PK-12   | 9-12                       | (1105-Secondary Principal (100%))  | 1680   | 0                                      |
| Lanious      | Shawn      | Principal K-5              | Yes                 | Instructional II_Administrative II_Administrative_Letter of Eligibility_2810_2870_2880_1603_1115_2300_1150__Elementary K-6_MidLevel Citizenship 6-9_MidLevel Science 6-9_Business Computer Info PK-12_Principal PK-12_Career & Technical Administrative Director 7-12_Superintendent PK-12   | K-5                        | (1100-Elementary Principal (100%))   | 1680   | 0                                      |
| Williams     | Megan      | Reading Specialist         | Yes                 | Instructional I_Endorsement_2825_7650_9226_1182_Grades PK-4_Reading Specialist PK-12_Special Education PK-8_Coach PK-12  | PK-12                      | (7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)) | 1680   | 0                                      |
| Monahan      | Edward     | Reading Specialist         | Yes                 | Instructional I_2825_2826_7650_9226_Grades PK-4_Grades 5-6_Reading Specialist PK-12_Special Education PK-8   | PK-12                      | (7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)) | 1680   | 0                                      |
| Hronas       | Nina       | Reading Specialist         | Yes                 | Instructional II_2810_7650_9235_Elementary K-6_Reading Specialist PK-12_Mental and/or Physical Handicapped PK-12   | PK-12                      | (7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)) | 1680   | 0                                      |
| Martinez     | Matthew    | School Counselor 6-8       | Yes                 | Educational Specialist II_1839_Elementary & Secondary School Counselor PK-12   | 6-8                        | (1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%))  | 1680   | 0                                      |
| Davies       | Lindsey    | School Counselor 6-8       | Yes                 | Educational Specialist I_1839_Elementary-Secondary School Counselor PK-12  | 6-8                        | (1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%))  | 1680   | 0                                      |
| Bartman      | Jillian    | School Counselor 9-12      | Yes                 | Educational Specialist I_1839_Elementary & Secondary School Counselor PK-12  | 9-12                       | (1837-Secondary School Counselor (100%))   | 1680   | 0                                      |
| Yaria        | Alesha     | School Counselor 9-12      | Yes                 | Educational Specialist II_1836_1837_ElementarySchool Counselor K-6_School Counselor 7-12   | 9-12                       | (1837-Secondary School Counselor (100%))   | 1680   | 0                                      |
| Graham       | Lauren     | School Counselor K-5       | Yes                 | Educational Specialist II_1836_1837_School Counselor K-6_School Counselor 7-12   | K-5                        | (1836-Elementary School Counselor (100%))  | 1680   | 0                                      |
| Costellic    | Rose       | School Nurse               | Yes                 | Educational Specialist I_1890_School Nurse PK-12   | PK-12                      | (1890-School Nurse (100%))   | 1680   | 0                                      |
| Crouse       | Janet      | School Nurse               | Yes                 | Educational Specialist II_1890_School Nurse PK-12  | PK-12                      | (1890-School Nurse (100%))   | 1680   | 0                                      |

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| Marquis   | Dana       | School Nurse Supervisor      | Yes                 | Educational Specialist II_1890_School Nurse PK-12   | PK-12                      | (1890-School Nurse (100%))                             | 1680   | 0                                      |
| Koch      | Kelsey     | School Psychologist          | Yes                 | Educational Specialist I_1875_School Psychologist PK-12   | PK-12                      | (1875-School Psychologist (100%))                      | 1680   | 0                                      |
| Pope      | Michael    | School Psychologist          | Yes                 | Educational Specialist II_1875_School Psychologist PK-12  | PK-12                      | (1875-School Psychologist (100%))                      | 1680   | 0                                      |
| Long      | Krista     | School Psychologist          | Yes                 | Educational Specialist II_1875_School Psychologist PK-12  | PK-12                      | (1875-School Psychologist (100%))                      | 1680   | 0                                      |
| Hockman   | Ronald     | School Psychologist          | Yes                 | Educational Specialist II_1875_School Psychologist PK-12  | PK-12                      | (1875-School Psychologist (100%))                      | 1680   | 0                                      |
| Seminara  | Nichole    | Special Education Supervisor | Yes                 | Instructional II_Administrative I_2825_9226_1115_Grades PK-4_Special Education PK-8_Principal PK-12   | 9-12                       | (1105-Secondary Principal (100%))                      | 1680   | 0                                      |
| Erickson  | Loriann    | Special Education Supervisor | Yes                 | Instructional II_Administrative II_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12 | PK-12                      | (9215-Supervisor, Special Education (100%))            | 1680   | 0                                      |
| Shoaf     | Michael    | Special Education Supervisor | Yes                 | Instructional II_Administrative II_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12 | PK-12                      | (9215-Supervisor, Special Education (100%))            | 1680   | 0                                      |
| Gardner   | Lindsay    | Special Education Supervisor | Yes                 | Instructional II_Supervisory_2810_7650_9225_9215_Elementary K-6_Reading Specialist PK-12_Supervisor Special Education PK-12_Special Education PK-12             | PK-12                      | (9215-Supervisor, Special Education (100%))            | 1680   | 0                                      |
| DeArment  | Erica      | Special Education Teacher    | Yes                 | Instructional I_2825_9226_9229_Grades PK-4_Special Education PK-8_Special Education Expansion 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1680   | 0                                      |
| Lewis     | Drew       | Special Education Teacher    | Yes                 | Instructional I_8875_9225_Social Studies 7-12_Special Education N-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Waldroup  | Kristy     | Special Education Teacher    | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Johnson   | Kayla      | Special Education Teacher    | Yes                 | Instructional I_2825_9225_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Shahen    | Brooke     | Special Education Teacher    | Yes                 | Instrucational I_2825_9226_Grades PK-4_Special Education PK-8   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Raber     | Dayna      | Special Education Teacher    | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Rudzik    | Jennifer   | Special Education Teacher    | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Beatty    | Nichole    | Special Education Teacher    | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Wistuk    | Elizabeth  | Special Education Teacher    | Yes                 | Instructional II_2860_3230_8875_9225_ML Math 6-9_English 7-12_Social Studies 7-12_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Soose     | David      | Special Education Teacher    | Yes                 | Instructional I_2810_2860_9225_Elementary K-6_MidLevel Math 7-9_Special Education N-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Robinson  | Tiffany    | Special Education Teacher    | Yes                 | Instructional II_2810_9235_Elementary K-6_Mental and/or Physical Handicapped K-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Basile    | Nicole     | Special Education Teacher    | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Checkan   | Meghan     | Special Education Teacher    | Yes                 | Instructional I_2810_9226_Elementary K-6_Special Education PK-8   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Slovak    | Courtney   | Special Education Teacher    | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Malesic   | Kylie      | Special Education Teacher    | Yes                 | Instructional II_2825_3100_7650_9226_Grades PK-4_Grades 4-8 (All subjects 4-6, English, LA and Reading 7-8)_Reading Specialist PK-12_Special Education PK-8     | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Anitori   | Gina       | Special Education Teacher    | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Miller    | Jennifer   | Special Education Teacher    | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Guthrie   | Taylor     | Special Education Teacher    | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |



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| Kennedy   | Jane       | Special Education Teacher | Yes                 | Instructional I_2810_2840_2850_2870_9226_Elementary K-6_Early Childhood N-3_MidLevel English 6-9_MidLevel Citizenship 6-9_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Mininni   | Catherine  | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Musher    | Jeffrey    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Estel     | Brianna    | Special Education Teacher | Yes                 | Instructional II_3230_8875_9225_English 7-12_Social Studies 7-12_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Eckels    | Kara       | Special Education Teacher | Yes                 | Instructional II_2825_3100_3100_3230_8875_9226_9227_7650_Grades PK-4_Grades 4-8 (all subjects 4-6; English Language Arts Reading 7-8)_Grades 4-8 (all subjects 4-6; Social Studies 7-8)_English 7-12_Social Studies 7-12_Special Education PK-8_Special Education 7-12_Reading Specialist PK-12 | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Hoskinson | Shenandoah | Special Education Teacher | Yes                 | Instructional I_Endorsement_2810_9225_1180_Elementary K-6_Special Education PK-12_Autism PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Moreschi  | Bethanie   | Special Education Teacher | Yes                 | Instructional I_2810_2850_2860_9225_Elementary K-6_ML English 6-9_ML Math 6-9_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Mangie    | Marissa    | Special Education Teacher | Yes                 | Instructional II_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Miller    | Sarah      | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Jamison   | Jaymie     | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Nicol     | Michele    | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Coyne     | Kristy     | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Shedlock  | Jenna      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Prezgay   | David      | Special Education Teacher | Yes                 | Instructional II_Administrative I_9225_1115_Special Education PK-12_Principal PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Peterson  | Jessie     | Special Education Teacher | Yes                 | Instructional I_2810_9226_Elementary K-6_Special Education PK-8   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Karas     | Jessica    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades Grades PK-4_Special Education PK-8   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Moore     | Timothy    | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Nocera    | Leah       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Starr     | Melonie    | Special Education Teacher | Yes                 | Instructional I_9225_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Selby     | Kaitlin    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Fritz     | Sarah      | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Bevins    | Justine    | Special Education Teacher | Yes                 | Instructional I_2810_8440_9225_Elementary K-6_Earth and Space Science_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Campbell  | Elaina     | Special Education Teacher | Yes                 | Instructional II_Supervisory_2825_3100_7205_9226_9227_9215_Grades PK-4_Grades 4-8 (all subjects 4-6; /English Language Arts Reading 7-8)_Music PK-12_Special Education PK-8_Special Education 7-12_Supervisor Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |

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| Pitzer      | Julianne   | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Wise        | Abby       | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Medich      | Noah       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Kozimer     | Patricia   | Special Education Teacher | Yes                 | Instructional II_Supervisory_2810_9225_9215_Elementary K-6_Special Education PK-12_Supervisor of Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Reda        | Danielle   | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Giering     | Laura      | Special Education Teacher | Yes                 | Instructional II_2825_7650_9226_Grades PK-4_Reading Specialist PK-12_Special Education PK-8  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Prisuta     | Brittany   | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Kotuby      | Jamie      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Jeffers     | Kristin    | Special Education Teacher | Yes                 | Instructional II_HOUSSE Designation_Education Specialist I_2810_9225_3230_1836_Elementary K-6_Special Education PK-12_English 7-12_Elementary School Counselor K-6 | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Checkan     | Amy        | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Vitale      | Bradley    | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Lodovico    | Lacey      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Wehman      | Heather    | Special Education Teacher | Yes                 | Instructional II_2810_7650_9226_Elementary K-6_Reading Specialist_Special Education PK-8   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Woznicki    | Ashlee     | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Peck        | Sarah      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Cherok      | Kinsey     | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Mesko       | Kelly      | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Schaffer    | Sharon     | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Springer    | Amanda     | Special Education Teacher | Yes                 | Instructional II_Administrative I_2810_9225_1115_Elementary K-6_Special Education PK-12_Principal PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Boyer       | Kaitlynn   | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Wahal       | Athena     | Special Education Teacher | Yes                 | Instructional I_2810_2850_2860_9225_Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Phillips    | Chelsea    | Special Education Teacher | Yes                 | Instructional II_2810_2860_9225_Elementary K-6_MidLevel Math 6-9_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Shaffer     | Angelica   | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Hockensmith | Emily      | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |

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| Williams  | Kristin    | Special Education Teacher | Yes                 | Instructional I_2810_9235_Elementary K-6_Mental and/or Physical Handicapped PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Cheddar   | Erin       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Urban     | Erin       | Special Education Teacher | Yes                 | Instructional II_1405_9225_Art PK-12_Special Education PK-12  | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Thomson   | Stephanie  | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| DeWitt    | Justin     | Special Education Teacher | Yes                 | Instructional II_9225_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Ochtun    | Sarah      | Special Education Teacher | Yes                 | Instructional II_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Mineard   | Lynda      | Special Education Teacher | Yes                 | Instructional II_2810_2840_9235_Elementary K-6_Early Childhood Education N-3_Mental and/or Physical Handicapped PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Vanucci   | Jennifer   | Special Education Teacher | Yes                 | Instructional II_9225_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Beegle    | Lindsey    | Special Education Teacher | Yes                 | Instructional II_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Williams  | Kristi     | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Becker    | Chris      | Special Education Teacher | Yes                 | Instructional II_Administrative I_2810_9225_1115_Elementary K-6_Special Education PK-12_Principal PK-12   | PK-12                      | (9225-Special Ed, Resource PreK-12 (100%))             | 1680   | 0                                      |
| Rankin    | Meagan     | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-5                       | (9340-Special Ed, Elementary Subjects PreK-6 (100%))   | 1680   | 0                                      |
| Ritton    | Michelle   | Special Education Teacher | Yes                 | Instructional II_Endorsement_2825_9225_1180_Grades PK-4_Special Education PK-12_Autism PK-12  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Rukavina  | Stephanie  | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Mancuso   | Maria      | Special Education Teacher | Yes                 | Instructional I_3100_9226_Grades 4-8 (All subjects 4-6, Science 7-8)_Special Education PK-8   | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Steinbach | Nicole     | Special Education Teacher | Yes                 | Instructional I_2825_2826_9226_Grades PK-4_Grades 5-6_Special Education PK-8  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Black     | Jessica    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Carson    | Nicole     | Special Education Teacher | Yes                 | Instructional II_2825_2826_9226_Grades PK-4_Grades 5-6_Special Education PK-8   | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Bridge    | Jessica    | Special Education Teacher | Yes                 | Instructional I_2825_3230_7650_9226_Grades PK-4_English 7-12_Reading Specialist PK-12_Special Education PK-8  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Selvaggio | Leah       | Special Education Teacher | Yes                 | Instructional II_Program Specialist_2810_2840_9225_4499_Elementary K-6_Early Childhood Education N-3_Special Education PK-12_English as a Second Language (ESL) PK-12 | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Medich    | Jessica    | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Altman    | Jessica    | Special Education Teacher | Yes                 | Instructional II_Endorsement_2810_9226_1180_Elementary K-6_Special Education PK-8_Autism PK-12  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Lake      | Kaylee     | Special Education Teacher | Yes                 | Instructional II_Endorsement_2810_7650_9225_1182_Elementary K-6_Reading Specialist PK-12_Special Education PK-12_Instructional Coach PK-12                            | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Bryan     | Sara       | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Kubis     | Katie      | Special Education Teacher | Yes                 | Instructional II_2810_2840_9225_Elementary K-6_Early Childhood N-3_Special Education PK-12  | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |

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| Nagle     | Sean       | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Mentel    | Brittany   | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Wilson    | Audrey     | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Fath      | Jenny      | Special Education Teacher | Yes                 | Instructional II_2810_2840_9225_Elementary K-6_Early Childhood N-3_Special Education PK-12                                    | PK-5                       | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))  | 1680   | 0                                      |
| Crawford  | Meagan     | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | 6-8                        | (9350-Special Ed, ML English 7-9 (100%))               | 1680   | 0                                      |
| Hainaut   | Elizabeth  | Special Education Teacher | Yes                 | Instructional I_3230_8875_9227_English 7-12_Social Studies 7-12_Special Education 7-12  | 6-8                        | (9350-Special Ed, ML English 7-9 (100%))               | 1680   | 0                                      |
| Lupinacci | Christine  | Special Education Teacher | Yes                 | Instructional I_2810_9235_Elementary K-6_Mental and/or Physical Handicapped K-12  | 6-8                        | (9350-Special Ed, ML English 7-9 (100%))               | 1680   | 0                                      |
| Helf      | Kristin    | Special Education Teacher | Yes                 | Instructional I_HOUSSE Designation_2810_3230_3230_9225_Elementary K-6_English 7-12_English 7-12_Special Education PK-12       | 6-8                        | (9350-Special Ed, ML English 7-9 (100%))               | 1680   | 0                                      |
| Allen     | Lucas      | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | 6-8                        | (9350-Special Ed, ML English 7-9 (100%))               | 1680   | 0                                      |
| Haus      | Beth       | Special Education Teacher | Yes                 | Instructional II_2810_3230_9225_Elementary K-6_English 7-12_Special Education PK-12   | 6-8                        | (9350-Special Ed, ML English 7-9 (100%))               | 1680   | 0                                      |
| Leone     | Amanda     | Special Education Teacher | Yes                 | Instructional II_2810_2850_9225_Elementary K-6_MidLevel English 6-9_Special Education PK-12                                   | 6-8                        | (9350-Special Ed, ML English 7-9 (100%))               | 1680   | 0                                      |
| Mihalsky  | Dena       | Special Education Teacher | Yes                 | Instructional I_2810_3230_9225_Elementary K-6_English 7-12_Special Education PK-12  | 9-12                       | (9355-Special Ed, Secondary English 10-12 (100%))      | 1680   | 0                                      |
| Taylor    | Katherine  | Special Education Teacher | Yes                 | Instructional I_2810_2840_9225_Elementary K-6_Early Childhood N-3_Special Education PK-12                                     | 9-12                       | (9355-Special Ed, Secondary English 10-12 (100%))      | 1680   | 0                                      |
| Matthews  | Holly      | Special Education Teacher | Yes                 | Instructional II_2850_2860_3230_9225_MidLevel English 6-9_MidLevel Math 6-9_English 7-12_Special Education PK-12              | 9-12                       | (9355-Special Ed, Secondary English 10-12 (100%))      | 1680   | 0                                      |
| Rape      | Kelly      | Special Education Teacher | Yes                 | Instructional I_2810_2850_9225_Elementary K-6_MidLevel English 6-9_Special Education PK-12                                    | 9-12                       | (9355-Special Ed, Secondary English 10-12 (100%))      | 1680   | 0                                      |
| McGee     | Krista     | Special Education Teacher | Yes                 | Instructional I_Program Specialist_2825_9226_4499_Grades PK-4_Special Education PK-8_English as a Second Language (ESL) PK-12 | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |
| Springer  | Jacob      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | 6-8                        | (9360-Special Ed, ML Math (100%))                      | 1680   | 0                                      |
| Arnold    | Lisa       | Special Education Teacher | Yes                 | Instructional II_2860_9235_MidLevel Math 6-9_Mental and/or Physical Handicapped PK-12   | 6-8                        | (9360-Special Ed, ML Math (100%))                      | 1680   | 0                                      |
| Rochna    | Brooklynne | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8  | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |
| Martz     | Richard    | Special Education Teacher | Yes                 | Instructional II_6800_9227_Math 7-12_Special Education 7-12   | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |
| Corak     | Vickey     | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12  | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |
| Blackmore | Nichole    | Special Education Teacher | Yes                 | Instructional II_2825_3100_9226_Grades PK-4_Grades 4-8 (All subjects 4-6 Math 7-8)_Special Education PK-8                     | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |
| Hunter    | Bonnie     | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |
| Seelman   | Jamie      | Special Education Teacher | Yes                 | Instructional I_2810_2850_2860_9225_Elemenatry K-6_MidLevel English_MidLevel Math_Special Education PK-12                     | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |
| Carland   | Allison    | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12   | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))                  | 1680   | 0                                      |

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| Crook      | Ashley     | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | 6-8                        | (9360-Special Ed, ML Math 7-9 (100%))   | 1680   | 0                                      |
| Mutkus     | Janay      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | 6-8                        | (9360-Special Education, ML Math 7-9 (100%))  | 1680   | 0                                      |
| Fisher     | Julie      | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | 6-8                        | (9360-Special Education, ML Math 7-9 (100%))  | 1680   | 0                                      |
| Seminara   | Mark       | Special Education Teacher | Yes                 | Instructional II_8875_9225_Social Studies 7-12_Special Education PK-12   | 6-8                        | (9370-Special Ed, ML Social Studies 7-9 (100%))   | 1680   | 0                                      |
| White      | Eric       | Special Education Teacher | Yes                 | Instructional I_1405_3230_8875_9225_Art PK-12_English 7-12_Social Studies 7-12_Special Education PK-12                   | 6-8                        | (9370-Special Ed, ML Social Studies 7-9 (100%))   | 1680   | 0                                      |
| Maurizi    | Jeffrey    | Special Education Teacher | Yes                 | Instructional I_8825_8875_9225_Citizenship 7-12_Social Studies 7-12_Special Education PK-12                              | 9-12                       | (9375-Special Ed, Secondary Social Studies 10-12 (100%))  | 1680   | 0                                      |
| Bell       | Amanda     | Special Education Teacher | Yes                 | Instructional I_2810_2840_9225_Elementary K-6_Early Childhood Education N-3_Special Education PK-12                      | 9-12                       | (9375-Special Ed, Secondary Social Studies 10-12 (100%))  | 1680   | 0                                      |
| Masterson  | Jennifer   | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | 6-8                        | (9380-Special Ed, ML Science, 7-9 (100%))   | 1680   | 0                                      |
| Holtz      | Stephanie  | Special Education Teacher | Yes                 | Instructional I_2825_2826_9226_Grades Grades PK-4_Grades 5-6_Special Education PK-8                                      | 6-8                        | (9380-Special Ed, ML Science, 7-9 (100%))   | 1680   | 0                                      |
| Rupert     | James      | Special Education Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | 9-12                       | (9385-Special Ed, Secondary Science 10-12 (100%))   | 1680   | 0                                      |
| Coble      | Janine     | Special Education Teacher | Yes                 | Instructional I_8405_9225_Biology 7-12_Special Education PK-12   | 9-12                       | (9385-Special Ed, Secondary Science 10-12 (100%))   | 1680   | 0                                      |
| Martin     | Teresa     | Special Education Teacher | Yes                 | Instructional II_2810_2870_9235_Elementary K-6_MidLevel Citizenship 6-9_Mental and/or Physical Handicapped               | PK-12                      | 9225-Special Ed, Resource PreK-12 (100%)  | 1680   | 0                                      |
| McDonald   | Carly      | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | PK-12                      | 9225-Special Ed, Resource PreK-12 (100%)  | 1680   | 0                                      |
| Stuble     | Brienne    | Special Education Teacher | Yes                 | Instructional II_2810_9225_Elementary K-6_Special Education PK-12  | PK-12                      | 9225-Special Ed, Resource PreK-12 (100%)  | 1680   | 0                                      |
| Strati     | Paula      | Special Education Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | K-5                        | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))   | 1680   | 0                                      |
| Cwynar     | Nicole     | Title 1 Teacher           | Yes                 | Instructional I_2840_Early Childhood N-3   | K-5                        | (6811-Title 1 Remedial Math, Elementary, PreK-6 (50%)_7606-Developmental Reading, Elementary Classes (50%)) | 1680   | 0                                      |
| Liptak     | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional II_1603_1668_Business Computer Info Technology PK-12_Marketing-District Education Teacher Coordinator 7-12 | 9-12                       | (1002-Computer Science, Secondary, 7-12 (100%))   | 1520   | 0                                      |
| Hoffman    | Amanda     | Virtual Classroom Teacher | Yes                 | Instructional II_Program Specialist_1405_4490_4499_Art PK-12_Spanish PK-12_English as a Second Language (ESL) PK-12      | 9-12                       | (1402-Art Secondary (50%)_4490-Spanish 7-12 (50%))  | 1520   | 0                                      |
| Meehan     | Blake      | Virtual Classroom Teacher | Yes                 | Instructional II_1603_Business Computer Information Technology PK-12   | 9-12                       | (1606-Business Education, Secondary (100%))   | 1520   | 0                                      |
| Hood       | Tyler      | Virtual Classroom Teacher | Yes                 | Instructional I_2825_Grades PK-4   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Batzli     | Tracy      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2860_7650_Elementary K-6_MidLevel Math 6-9_Reading Specialist PK-12                                | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Levendusky | Lauren     | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Yates      | Kara       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Atkins     | Emilee     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Nelson     | Christina  | Virtual Classroom Teacher | Yes                 | Instructional II_2810_3230_Elementary K-6_English 7-12   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Morrison   | Jill       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Kent       | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Rangel     | Kimberly   | Virtual Classroom Teacher | Yes                 | Instructional I_2810_7650_Elementary K-6_Reading Specialist PK-12  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Narad      | Beth       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |
| Strauman   | Thomas     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_3200_Elementary K-6_Communications 7-12  | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))   | 1520   | 0                                      |

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| Frederick   | Shannon    | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))            | 1520   | 0                                      |
| Waida       | Ashli      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))            | 1520   | 0                                      |
| Baker       | Kerry      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2844-Elementary Primary Grades 1-3 (100%))            | 1520   | 0                                      |
| O'Brien     | Dane       | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Colbert     | Kate       | Virtual Classroom Teacher | Yes                 | Instructional I_2825_9226_Grades PK-4_Special Education PK-8   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| West        | Megan      | Virtual Classroom Teacher | Yes                 | Instructional I_3100_Grades 4-8 (All Subjects 4-6, Social Studies 7-8)                                       | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Reese       | Erica      | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Koprivnikar | Christine  | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Gaul        | Shannon    | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Corradi     | Bobbi      | Virtual Classroom Teacher | Yes                 | Instructional II_Administrative I_2810_1115_Elementary K-6_Principal PK-12                                   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| McKnight    | Kristy     | Virtual Classroom Teacher | Yes                 | Instructional I_2810_4490_Elementary K-6_Spanish PK-12   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Gogia       | Jessica    | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Gratteri    | Emily      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Davies      | Mara       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Glass       | Lindsay    | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2840_Elementary K-6_Early Childhood N-3  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Flora       | Brittney   | Virtual Classroom Teacher | Yes                 | Instructional II_1603_2810_Business Computer Info Tech PK-12_Elementary K-6                                  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Blanker     | Brian      | Virtual Classroom Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Stiger      | Abbey      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Hoover      | Amanda     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Behr        | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| D'Arcangelo | Peter      | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Reed        | Amy        | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2880_7650_Elementary K-6_MidLevel Science 6-9_Reading Specialist PK-12                 | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Kalsey      | Katherine  | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Rohanna     | Mary       | Virtual Classroom Teacher | Yes                 | Instructional II_Educational Specialist I_2810_1825_Elementary K-6_Instructional Technology Specialist PK-12 | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Jahn        | Maryanne   | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Napoli      | Brandy     | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2850_Elementary K-6_MidLevel English 6-9  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Kovacs      | Kristin    | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Burkhead    | Kathleen   | Virtual Classroom Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Monit       | Lisa       | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Karmazyn    | Andrea     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Nebel       | Orsola     | Virtual Classroom Teacher | Yes                 | Instructional I_2810_Elementary K-6  | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Spooner     | Melissa    | Virtual Classroom Teacher | Yes                 | Instructional I_2810_9225_Elementary K-6_Special Education PK-12   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Sheyn       | Heather    | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2840_Elementary K-6_Early Childhood N-3   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Grable      | Kate       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Deluca      | Alyssa     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Pyle        | Robert     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Colavecchia | Brooke     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Swogger     | Sara       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_7650_9225_Elementary K-6_Reading Specialist PK-12_Special Education PK-12              | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Dodd        | Lori       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_Elementary K-6   | K-5                        | (2845-Elementary , Intermediate Grades 4-6 (100%))     | 1520   | 0                                      |
| Ballard     | Christina  | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |

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| Baker            | Peyton     | Virtual Classroom Teacher | Yes                 | Instructional I_3230_English 7-12  | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Speaks           | Courtney   | Virtual Classroom Teacher | Yes                 | Instructional I_3230_English 7-12  | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Roseman          | Patricia   | Virtual Classroom Teacher | Yes                 | Instructional II_Program Specialist_3230_4499_English 7-12_English as a Second Language (ESL) PK-12  | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Ferraro          | Rebecca    | Virtual Classroom Teacher | Yes                 | Instructional I_3230_9227_English 7-12_Special Education 7-12  | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Smith            | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Rizzo            | Kathryn    | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2850_3200_3230_Elementary K-6_MidLevel English 6-9_Communications 7-12_English 7-12  | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Autieri Dukovich | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional I_3230_9225_English 7-12_Special Education PK-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Schlotterbeck    | Melanie    | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Podolak          | Elizabeth  | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Dioguardi        | Carla      | Virtual Classroom Teacher | Yes                 | Instructional II_2850_9235_MidLevel English 6-9_Mental and/or Physical Handicapped PK-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Lutch            | Courtney   | Virtual Classroom Teacher | Yes                 | Instructional II_Program Specialist_2860_3230_4499_MidLevel Math 6-9_English 7-12_English as a Second Language (ESL) PK-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Honeychuck       | Melissa    | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Ames             | John       | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Dioguardi        | Christine  | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2850_Elementary K-6_MidLevel English 6-9  | 6-8                        | (2850-ML English 7-9 (100%))                           | 1520   | 0                                      |
| Teszmar          | Alec       | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Fox              | John       | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Wetzel           | Katelyn    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Abel             | Matthew    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Davis            | Nicole     | Virtual Classroom Teacher | Yes                 | Instructional II_Administrative I_6800_1115_Math 7-12_Principal PK-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Zimmerman        | Miles      | Virtual Classroom Teacher | Yes                 | Instructional I_3100_3100_Grades 4-8(All Subjects 4-6, Math 7-8)_Grades 4-8(All Subjects 4-6, English, Language Arts, Reading 7-8)   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| George           | Samantha   | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2860_2880_Elementary K-6_MidLevel Math 6-9_MidLevel Science 6-9  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Rettinger        | Rebecca    | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2860_9225_Elementary K-6_MidLevel Math 6-9_Special Education PK-12   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Fauzey           | Claire     | Virtual Classroom Teacher | Yes                 | Instructional II_Educational Specialist I_2850_2860_3200_8875_1836_1837_MidLevel English 6-9_MidLevel Math 6-9_Communications 7-12_Social Studies 7-12_Elementary Counselor K-6_Secondary Counselor 7-12 | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Yeager           | Jessica    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| D'Amico          | Melissa    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Wojtkowiak       | Alison     | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Napolitan        | Ryan       | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Rossell          | Michele    | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Hawthorne        | Christine  | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Ionadi           | Lauren     | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2860_Elementary K-6_MidLevel Math 6-9  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Sampson          | Stacy      | Virtual Classroom Teacher | Yes                 | Instructional II_Administrative I_2810_2860_1115_Elementary K-6_MidLevel Math 6-9_Principal PK-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Smalley          | Dennis     | Virtual Classroom Teacher | Yes                 | Instructional II_Administrative I_6800_8405_1115_Math 7-12_Biology 7-12_Principal PK-12  | 6-8                        | (2860-ML Math 7-9 (100%))                              | 1520   | 0                                      |
| Carr             | Sarah      | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (50%))(6800-Math 10-12 (50%))        | 1520   | 0                                      |
| Osselborn        | Dale       | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 6-8                        | (2860-ML Math 7-9 (50%))_6800-Math 10-12 (50%)         | 1520   | 0                                      |
| Kmetz            | Chelsea    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 6-8                        | (2860-ML Math 7-9 (50%))_6800-Math 10-12 (50%)         | 1520   | 0                                      |

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| Boord            | Robert     | Virtual Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12   | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Eaton            | Cory       | Virtual Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12   | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Marsilio         | Anthony    | Virtual Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12  | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Lewis            | Noah       | Virtual Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12   | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Venturella       | John       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2870_9225_Elementary K-6_MidLevel Citizenship 6-9_Special Education PK-12  | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Felbinger        | Mark       | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2870_Elementary K-6_MidLevel Citizenship 6-9   | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Vanderschaaff    | James      | Virtual Classroom Teacher | Yes                 | Instructional I_Administrative I_1115_8875_Social Studies 7-12_Principal PK-12   | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Hudson           | Anne       | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2870_Elementary K-6_MidLevel Citizenship 6-9  | 6-8                        | (2870-ML Social Studies 7-9 (100%))                                 | 1520   | 0                                      |
| Kotok            | Virginia   | Virtual Classroom Teacher | Yes                 | Instructional II_2810_2850_2870_2880_6420_9225_Elementary K-6_ML English 6-9_ML Citizenship 6-9_ML Science 6-9_Library Science 6-9_Special Education PK-12 | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| DeVincentis      | Patricia   | Virtual Classroom Teacher | Yes                 | Instructional I_4810_8405_8450_Health PK-12_Biology 7-12_General Science 7-12  | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| Gratz            | Peter      | Virtual Classroom Teacher | Yes                 | Instructional I_8450_8875_General Science 7-12_Social Studies 7-12   | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| Sears            | Jennifer   | Virtual Classroom Teacher | Yes                 | Instructional II_8405_8420_Biology 7-12_Chemistry 7-12   | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| McCaslin         | April      | Virtual Classroom Teacher | Yes                 | Instructional I_3230_8405_English 7-12_Biology 7-12  | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| Kelly            | Danine     | Virtual Classroom Teacher | Yes                 | Instructional II_Administrative_8405_8450_1115_Biology 7-12_General Science 7-12_Principal PK-12   | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| Ellis            | Tyler      | Virtual Classroom Teacher | Yes                 | Instructional I_2810_2880_Elementary K-6_MidLevel Science 6-9  | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| Hiles            | Laurie     | Virtual Classroom Teacher | Yes                 | Instructional II_8420_Chemistry 7-12   | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| Hills            | Elizabeth  | Virtual Classroom Teacher | Yes                 | Instructional II_8440_8450_Earth and Space Science 7-12_General Science 7-12   | 6-8                        | (2880-ML Science 7-9 (100%))  | 1520   | 0                                      |
| Davidson         | Bryan      | Virtual Classroom Teacher | Yes                 | Instructional II_3230_8875_English 7-12_Social Studies 7-12  | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Oravec           | Rachel     | Virtual Classroom Teacher | Yes                 | Instructional II_3200_3230_Communications 7-12_English 7-12  | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Smith            | Samantha   | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Scuilli          | Erik       | Virtual Classroom Teacher | Yes                 | Instructional I_2810_3230_8875_Elementary K-6_English 7-12_Social Studies 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| MacGregor        | Elizabeth  | Virtual Classroom Teacher | Yes                 | Instructional II_2810_3230_9225_Elementary K-6_English 7-12_Special Education PK-12  | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Dinaples         | Julie      | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Clites           | Sarah      | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Cowell           | Brandon    | Virtual Classroom Teacher | Yes                 | Instructional I_3230_English 7-12  | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Jones            | Kelly      | Virtual Classroom Teacher | Yes                 | Instructional II_3230_English 7-12   | 9-12                       | (3200-English/Communication 10-12 (100%))                           | 1520   | 0                                      |
| Carpenter-Winser | Ashley     | Virtual Classroom Teacher | Yes                 | Instructional II_3200_3230_Communications 7-12_English 7-12  | 9-12                       | (3200-English/Communication 10-12 (25%))(2850-ML English 7-9 (75%)) | 1520   | 0                                      |
| Kusik            | Cori       | Virtual Classroom Teacher | Yes                 | Instructional I_3230_English 7-12  | 9-12                       | (3200-English/Communications 10-12 (100%))                          | 1520   | 0                                      |
| Klemencic        | Rachel     | Virtual Classroom Teacher | Yes                 | Instructional II_4410_French PK-12   | 9-12                       | (4410-French 6-12 (100%))   | 1520   | 0                                      |
| Rivera Lopez     | Denise     | Virtual Classroom Teacher | Yes                 | Instructional II_Program Specialist_4490_9225_9290_4499_Spanish PK-12_Special Education PK-12_Visually Impaired PK-12_ESL PK-12                            | 9-12                       | (4490-Spanish 7-12 (100%))  | 1520   | 0                                      |
| Huber            | Ryan       | Virtual Classroom Teacher | Yes                 | Instructional I_4490_Spanish PK-12   | 9-12                       | (4490-Spanish 7-12 (100%))  | 1520   | 0                                      |
| Pero             | Paul       | Virtual Classroom Teacher | Yes                 | Instructional II_8875_4490_Social Studies 7-12_Spanish PK-12   | 9-12                       | (4490-Spanish 7-12 (100%))  | 1520   | 0                                      |
| Froni            | Elizabeth  | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 9-12                       | (6800-Math 10-12 (100%))  | 1520   | 0                                      |



| Last Name   | First Name  | Job Title                 | PA Certified Yes/No | Area of Certification/Certification Type   | Grades Teaching or Serving | PIMS ASSIGNMENT CODE (2020/2021)<br>Updated 08/30/2021     | Number of Hours Worked in Assignment (2021/2022) | Percentage of Time Areas Not Certified |
|-------------|-------------|---------------------------|---------------------|--|----------------------------|--|--|--|
| Roman       | Christopher | Virtual Classroom Teacher | Yes                 | Instructional II_Educational Specialist I_6800_1825_Math 7-12_Instructional Technology Specialist PK-12  | 9-12                       | (6800-Math 10-12 (100%))                                   | 1520   | 0                                      |
| Perich      | Mark        | Virtual Classroom Teacher | Yes                 | Instructional I_6800_Math 7-12   | 9-12                       | (6800-Math 10-12 (100%))                                   | 1520   | 0                                      |
| Charlton    | Susan       | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 9-12                       | (6800-Math 10-12 (100%))                                   | 1520   | 0                                      |
| Rhodes      | Nicholas    | Virtual Classroom Teacher | Yes                 | Instructional II_6800_Math 7-12  | 9-12                       | (6800-Math 10-12 (50%)_2860 ML Math 7-9 (50%))             | 1520   | 0                                      |
| Romasco     | Kelly       | Virtual Classroom Teacher | Yes                 | Instructional I_Administrative I_Letter of Eligibility_7205_1115_115_Music PK-12_Principal PK-12_Superintendent PK-12  | 9-12                       | (7202 Music; Secondary 7-12 (100%))                        | 1520   | 0                                      |
| Boyer       | Sandra      | Virtual Classroom Teacher | Yes                 | Instructional II_7205_Music PK-12  | 9-12                       | (7202-Music, Secondary 7-12 (100%))                        | 1520   | 0                                      |
| Forse       | Katie       | Virtual Classroom Teacher | Yes                 | Instructional I_8405_Biology 7-12  | 9-12                       | (8405-Biology (100%))                                      | 1520   | 0                                      |
| Scarlatelli | BethAnn     | Virtual Classroom Teacher | Yes                 | Instructional I_8405_8440_Biology 7-12_Earth and Space Science 7-12  | 9-12                       | (8405-Biology (100%))                                      | 1520   | 0                                      |
| Moon        | Kelli       | Virtual Classroom Teacher | Yes                 | Instructional I_8405_8440_Biology 7-12_Earth and Space Science 7-12  | 9-12                       | (8405-Biology (100%))                                      | 1520   | 0                                      |
| Murli       | Kristin     | Virtual Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                       | (8405-Biology (100%))                                      | 1520   | 0                                      |
| Curry       | Bridget     | Virtual Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                       | (8405-Biology (100%))                                      | 1520   | 0                                      |
| Flaugh      | Jennifer    | Virtual Classroom Teacher | Yes                 | Instructional II_8405_8450_Biology 7-12_General Science 7-12   | 9-12                       | (8405-Biology (100%))                                      | 1520   | 0                                      |
| Allen       | Jessica     | Virtual Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12   | 9-12                       | (8405-Biology (100%))                                      | 1520   | 0                                      |
| Henry       | Wilfred     | Virtual Classroom Teacher | Yes                 | Instructional II_1603_1657_6075_6800_8405_8420_8470_8875_9227_Business Computer Info Tech PK-12_Computer Science 7-12_Technology Education PK-12_Math 7-12_Biology 7-12_Chemistry 7-12_Physics 7-12_Social Studies 7-12_Special Education 7-12 | 9-12                       | (8405-Biology (50%)_2121-Computer Technology (50%))        | 1520   | 0                                      |
| Barber      | Juliane     | Virtual Classroom Teacher | Yes                 | Instructional II_8420_8450_Chemistry 7-12_General Science 7-12   | 9-12                       | (8420-Chemistry (100%))                                    | 1520   | 0                                      |
| Heymann     | Meghan      | Virtual Classroom Teacher | Yes                 | Instructional I_3100_3100_8450_Grades 4-8 (all subjects 4-6; Math 7-8)_Grades 4-8 (All subjects 4-6; science 7-8)_General Science 7-12   | 9-12                       | (8420-Chemistry (100%))                                    | 1520   | 0                                      |
| Fennig      | Christopher | Virtual Classroom Teacher | Yes                 | Instructional II_8420_Chemistry 7-12   | 9-12                       | (8420-Chemistry (100%))                                    | 1520   | 0                                      |
| Lessman     | Eileen      | Virtual Classroom Teacher | Yes                 | Instructional II_2860_8405_8440_8450_MidLevel Math 6-9_Biology 7-12_Earth and Space Science 7-12_General Science 7-12  | 6-8                        | (8441-Earth and Space Science, Intermediate (100%))        | 1520   | 0                                      |
| Kowalczyk   | Kara        | Virtual Classroom Teacher | Yes                 | Instructional II_8405_Biology 7-12   | 6-8                        | (8441-Earth and Space Science, Intermediate (100%))        | 1520   | 0                                      |
| Harvey      | Matthew     | Virtual Classroom Teacher | Yes                 | Instructional II_8440_Earth and Space Science 7-12   | 6-8                        | (8441-Earth and Space Science, Intermediate 7-9 (100%))    | 1520   | 0                                      |
| Huss        | Amanda      | Virtual Classroom Teacher | Yes                 | Instructional I_8420_Chemistry 7-12  | 6-8                        | (8468-Physical Science, Intermediate, 10-12 (100%))        | 1520   | 0                                      |
| Butler      | Erin        | Virtual Classroom Teacher | Yes                 | Instructional II_8420_8450_8470_Chemistry 7-12_General Science 7-12_Physics 7-12   | 9-12                       | (8470-Physics 10-12 (100%))                                | 1520   | 0                                      |
| Velte       | Emily       | Virtual Classroom Teacher | Yes                 | Instructional II_2860_5600_8875_9225_MidLevel Math 6-9_Family Consumer Science PK-12_Social Studies 7-12_Special Education PK-12   | 9-12                       | (8830-Economics (50%)_8875-Social Studies 10-12 (50%))     | 1520   | 0                                      |
| Hutchinson  | Katie       | Virtual Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                       | (8845-History 10-12 (100%))                                | 1520   | 0                                      |
| Rodgers     | Michelle    | Virtual Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (100%))                                | 1520   | 0                                      |
| Houlihan    | Daniel      | Virtual Classroom Teacher | Yes                 | Instructional I_8875_Social Studies 7-12   | 9-12                       | (8845-History 10-12 (100%))                                | 1520   | 0                                      |
| Holman      | Richard     | Virtual Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (100%))                                | 1520   | 0                                      |
| Partyka     | Brian       | Virtual Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (100%))                                | 1520   | 0                                      |
| Nasiadka    | Juliette    | Virtual Classroom Teacher | Yes                 | Instructional II_Administrative_5600_8875_1115_Family Consumer Science PK-12_Social Studies 7-12_Principal PK-12   | 9-12                       | (8845-History 10-12 (100%))                                | 1520   | 0                                      |
| Conjeski    | Whitney     | Virtual Classroom Teacher | Yes                 | Instructional II_8875_Social Studies 7-12  | 9-12                       | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%)) | 1520   | 0                                      |



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

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

**REVENUES**

|             |      |  |           |
|-------------|------|--|-----------|
| <b>6000</b> |      | <b>REVENUE FROM LOCAL SOURCES</b>                              |           |
| <b>6500</b> |      | <b>EARNINGS ON INVESTMENTS</b>                                 |           |
|             | 6510 | Interest on Investments and Interest-Bearing Checking Accounts | 334,650   |
|             | 6520 | Dividends on Investments                                       | -         |
|             | 6530 | Gains or Losses on Sale of Investments                         | -         |
|             | 6540 | Earnings on Investments in Real Property                       | -         |
|             | 6590 | Other Earnings or Investments                                  | -         |
| <b>6600</b> |      | <b>FOOD SERVICE REVENUE</b>                                    |           |
|             | 6610 | Daily Sales - Reimbursable Programs                            | -         |
|             | 6620 | Daily Sales - Non-Reimbursable Programs                        | -         |
|             | 6630 | Special Functions  | -         |
|             | 6640 | Non-Cash Contributions   | -         |
|             | 6650 | Price Reduction for Reduced Price and Free Meals (Debit)       | -         |
|             | 6690 | Other Food Service Revenues                                    | -         |
| <b>6700</b> |      | <b>REVENUES FROM STUDENT ACTIVITIES</b>                        |           |
|             | 6710 | Admissions   | -         |
|             | 6720 | Bookstore Sales  | -         |
|             | 6730 | Student Organization Membership Dues and Fees                  | -         |
|             | 6740 | Fees   | -         |
|             | 6750 | Student Activity - Special Events                              | -         |
|             | 6790 | Other Student Activity Income                                  | -         |
| <b>6800</b> |      | <b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>       |           |
|             | 6810 | Revenue from Local Governmental Units                          | -         |
|             | 6820 | Revenue from Intermediary Sources - Commonwealth Funds         | -         |
|             | 6830 | Revenues from Intermediary Sources - Federal Funds             | 2,641,184 |

|             |      |  |             |
|-------------|------|--|-------------|
|             | 6890 | Other Revenues from Intermediary Sources   | -           |
| <b>6900</b> |      | <b>OTHER REVENUE FROM LOCAL SOURCES</b>  |             |
|             | 6910 | Rentals  | -           |
|             | 6920 | Contributions & Donations from Private Sources / Capital Contributions             | 4,465       |
|             | 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                               | 184,000,000 |
|             | 6945 | Receipts from Out-of-State LEAs  | -           |
|             | 6946 | Receipts from Member Districts - AVTS / Special Program Jointure only              | -           |
|             | 6947 | Receipts from Members of Intermediate Units for Education by Withholding           | -           |
|             | 6948 | Receipts from Members of Intermediate Units for Direct Contributions               | -           |
|             | 6949 | Other Tuition from Patrons   | -           |
|             | 6950 | Unassigned   | -           |
|             | 6960 | Services Provide Other Local Governmental Units / LEAs                             |             |
|             | 6961 | Transportation Services Provided Other Pennsylvania LEAs                           | -           |
|             | 6969 | All Other Services Provided Other Governments and LEAs Not Specified Above         | -           |
|             | 6970 | Services Provided Other Funds  | 14,298,836  |
|             | 6980 | Revenue from Community Service Activities  | -           |
|             | 6990 | Refunds and Other Miscellaneous Revenue  |             |
|             | 6991 | Refunds of a Prior Year Expenditure  | 420,301     |
|             | 6999 | Other Revenues Not Specified Above   | 436,575     |
| <b>7000</b> |      | <b>REVENUE FROM STATE SOURCES</b>  |             |
| <b>7100</b> |      | <b>BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES</b>                                 |             |
|             | 7150 | Unassigned   | -           |
|             | 7160 | Tuition for Orphans and Children Placed in Private Homes                           | -           |
|             | 7180 | Staff and Program Development  | -           |
| <b>7200</b> |      | <b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>                                   |             |
|             | 7210 | Homebound Instruction  | -           |
|             | 7220 | Vocational Education   | -           |
|             | 7230 | Alternative Education  | -           |
|             | 7240 | Driver Education - Student   | -           |
|             | 7250 | Migratory Children   | -           |
|             | 7260 | Workforce Investment Act (WIA)   | -           |

|      |      |   |         |
|------|------|---|---------|
|      | 7270 | Specialized Education of Exceptional Pupils                                     | -       |
|      | 7280 | Adult Literacy  | -       |
|      | 7290 | Additional Educational Program Revenues   | -       |
| 7300 |      | REVENUES FOR NON-EDUCATIONAL PROGRAMS   |         |
|      | 7310 | Transportation (Regular and Additional)   | -       |
|      | 7320 | Rental and Sinking Fund Payments / Building Reimbursement Subsidy               | -       |
|      | 7330 | Health Services (Medical, Dental, Nurse, Act 25)                                | 133,832 |
|      | 7340 | Unassigned  | -       |
|      | 7350 | Sewage Treatment Operations / Environmental Subsidies                           | -       |
|      | 7360 | Safe Schools  | -       |
| 7400 |      | VOCATIONAL TRAINING OF THE UNEMPLOYED   |         |
| 7500 |      | STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS               |         |
|      | 7502 | Dual Enrollment Grants  | -       |
|      | 7503 | Project 720/High School Reform  | -       |
|      | 7505 | Ready to Learn Block Grant  | 936,511 |
|      | 7599 | Other State Revenue Not Listed Elsewhere in the 7000 Series                     | -       |
| 7600 |      | REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS                                  | -       |
| 7800 |      | REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS                           |         |
|      | 7810 | State Share of Social Security and Medicare Taxes                               | -       |
|      | 7820 | State Share of Retirement Contributions   | -       |
| 7900 |      | REVENUE FOR TECHNOLOGY  |         |
|      | 7910 | Educational Technology  | -       |
|      | 7990 | Other Technology Grants   | -       |
| 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)   | 4,572,854 |
|      | 8520 | Vocational Education   | -         |
|      | 8530 | Child Nutrition Program  | -         |
|      | 8540 | Nutrition Education and Training   | -         |
|      | 8560 | Federal Block Grants   | -         |
|      | 8570 | Unassigned   | -         |
|      | 8580 | Child Care and Development Block Grants  | -         |
|      | 8590 | Unassigned   | -         |
| 8600 |      | RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS                                     |           |
|      | 8610 | Homeless Assistance Act  | -         |
|      | 8620 | Adult Basic Education  | -         |
|      | 8640 | Headstart  | -         |
|      | 8650 | Unassigned   | -         |
|      | 8660 | Workforce Investment Act (WIA)   | -         |
|      | 8670 | Unassigned   | -         |
|      | 8680 | Unassigned   | -         |
|      | 8690 | Other Restricted Federal Grants-in-Aid through the Commonwealth  | -         |
| 8700 |      | FEDERAL STIMULUS FUNDING   |           |
|      | 8730 | American Recovery and Reinvestment Act of 2009 (ARRA) Grants   | -         |
|      | 8740 | CARES Act and CRRSA Act Funding  | 1,544,715 |
| 8800 |      | MEDICAL ASSISTANCE REIMBURSEMENTS  | 9,347     |
| 9000 |      | OTHER FINANCING SOURCES  |           |

|                       |      |   |                    |
|-----------------------|------|---|--------------------|
| 9100                  |      | SALE OF BONDS   |                    |
|                       | 9110 | Bond Issue Proceeds (Gross)                                 | -                  |
|                       | 9120 | Proceeds from Refunding of Bonds                            | -                  |
|                       |      |   |                    |
| 9200                  |      | PROCEEDS FROM EXTENDED TERM FINANCING                       | -                  |
|                       |      |   |                    |
| 9300                  |      | INTERFUND TRANSFERS   |                    |
|                       | 9310 | General Fund Transfers                                      | -                  |
|                       | 9320 | Special Revenue Fund Transfers                              | -                  |
|                       | 9330 | Capital Projects Funds Transfers                            | -                  |
|                       | 9340 | Debt Service Fund Transfers                                 | -                  |
|                       | 9350 | Enterprise Fund Transfers                                   | -                  |
|                       | 9360 | Internal Service Fund Transfers                             | -                  |
|                       | 9370 | Trust and Agency Fund                                       | -                  |
|                       | 9380 | Activity Fund Transfers                                     | -                  |
|                       | 9390 | Permanent Fund Transfers                                    | -                  |
|                       |      |   |                    |
| 9400                  |      | SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS            | 175,066            |
|                       |      |   |                    |
| 9500                  |      | Unassigned  | -                  |
|                       |      |   |                    |
| 9600                  |      | Unassigned  | -                  |
|                       |      |   |                    |
| 9700                  |      | TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS |                    |
|                       | 9710 | Transfers from Component Units                              | -                  |
|                       | 9720 | Transfers from Primary Governments                          | -                  |
|                       |      |   |                    |
| 9800                  |      | INTRAFUND TRANSFERS IN                                      |                    |
|                       | 9810 | General Fund Intrafund Transfers                            | -                  |
|                       | 9820 | Special Revenue Intrafund Transfers                         | -                  |
|                       | 9840 | Debt Service Intrafund Transfers                            | -                  |
|                       | 9850 | Enterprise Intrafund Transfers                              | -                  |
|                       | 9860 | Internal Service Intrafund Transfers                        | -                  |
|                       | 9870 | Trust and Agency Intrafund Transfers                        | -                  |
|                       | 9880 | Activity Interfund Transfers                                | -                  |
|                       |      |   |                    |
|                       |      |   |                    |
| <b>TOTAL REVENUES</b> |      |   | <b>209,508,337</b> |

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

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

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

**EXPENDITURES**

|             |   |            |
|-------------|---|------------|
| <b>1000</b> | <b>INSTRUCTION</b>                                    |            |
| 1100        | REGULAR PROGRAMS - ELEMENTARY / SECONDARY             | 69,234,129 |
| 1200        | SPECIAL PROGRAMS - ELEMENTARY / SECONDARY             | 36,911,230 |
| 1300        | VOCATIONAL EDUCATION                                  | -          |
| 1400        | OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY | 1,661,765  |
| 1600        | ADULT EDUCATION PROGRAMS                              | -          |
| 1700        | HIGHER EDUCATION PROGRAMS                             | -          |
| 1800        | PRE-KINDERGARTEN                                      | -          |
| <b>2000</b> | <b>SUPPORT SERVICES</b>                               |            |
| 2100        | SUPPORT SERVICES - PUPIL PERSONNEL                    |            |
| 2110        | Supervision of Pupil Personnel Services               | 2,762,711  |
| 2120        | Guidance Services                                     | 6,060,068  |
| 2130        | Attendance Services                                   | 1,432,537  |
| 2140        | Psychological Services                                | 571,513    |
| 2150        | Speech Pathology and Audiology Services               | -          |
| 2160        | Social Work Services                                  | -          |
| 2170        | Student Accounting Services                           | 695,025    |
| 2190        | Other Pupil Personnel Services                        | 1,674,495  |
| 2200        | SUPPORT SERVICES - INSTRUCTIONAL STAFF                |            |



|      |      |  |            |
|------|------|--|------------|
|      | 2210 | Supervision of Educational Media Services  | -          |
|      | 2220 | Technology Support Services  | 167,558    |
|      | 2230 | Educational Television Services  | -          |
|      | 2240 | Computer-Assisted Instruction Support Services   | -          |
|      | 2250 | School Library Services  | -          |
|      | 2260 | Instruction and Curriculum Development Services  | 3,109,158  |
|      | 2270 | Instructional Staff Professional Development Services                                    | 369,577    |
|      | 2280 | Nonpublic Support Services   | -          |
| 2300 |      | SUPPORT SERVICES - ADMINISTRATION  |            |
|      | 2310 | Board Services   | 323,759    |
|      | 2320 | Board Treasurer Services   | -          |
|      | 2340 | Staff Relations and Negotiations Services  | -          |
|      | 2350 | Legal Services   | 361,709    |
|      | 2360 | Office of the Superintendent (Executive Director) Services                               | 2,537,894  |
|      | 2370 | Community Relations Services   | -          |
|      | 2380 | Office of the Principal Services   | 4,114,905  |
|      | 2390 | Other Administration Services  | 575,807    |
| 2400 |      | SUPPORT SERVICES - PUPIL HEALTH  | 841,786    |
| 2500 |      | SUPPORT SERVICES - BUSINESS  |            |
|      | 2510 | Fiscal Services  | 4,704,361  |
|      | 2520 | Purchasing Services  | -          |
|      | 2530 | Warehousing and Distributing Services  | 2,540,000  |
|      | 2540 | Printing, Publishing and Duplicating Services  | -          |
|      | 2590 | Other Support Services - Business  | 13,227,890 |
| 2600 |      | OPERATION AND MAINTENANCE OF PLANT SERVICES  |            |
|      | 2610 | Supervision of Operation and Maintenance of Plant Services                               | -          |
|      | 2620 | Operation of Buildings Services  | 5,353,743  |
|      | 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) | 43,567     |
|      | 2660 | Security Services  | 23,603     |
|      | 2690 | Other Operation and Maintenance of Plant Services  | 3,950,600  |
| 2700 |      | STUDENT TRANSPORTATION SERVICES  |            |
|      | 2710 | Supervision of Student Transportation Services   | -          |
|      | 2720 | Vehicle Operation Services   | -          |
|      | 2730 | Monitoring Services  | -          |

|             |      |   |           |
|-------------|------|---|-----------|
|             | 2740 | Vehicle Servicing and Maintenance Services  |           |
|             | 2750 | Nonpublic Transportation  | -         |
|             | 2790 | Other Student Transportation Services   | -         |
|             |      |   |           |
| 2800        |      | <b>SUPPORT SERVICES - CENTRAL</b>   |           |
|             | 2810 | Planning, Research, Development and Evaluation Services   | 3,533,145 |
|             | 2820 | Information Services  | 1,853,089 |
|             | 2830 | Staff Services  | 1,071,868 |
|             | 2840 | Data Processing Services  | -         |
|             | 2850 | State and Federal Agency Liaison Services   | 319,650   |
|             | 2860 | Management Services   | -         |
|             | 2890 | Other Support Services Central  | -         |
|             |      |   |           |
| 2900        |      | <b>OTHER SUPPORT SERVICES - CENTRAL</b>   |           |
|             | 2990 | Pass-Thru Funds   | -         |
|             |      |   |           |
| <b>3000</b> |      | <b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>  |           |
| 3100        |      | <b>FOOD SERVICES</b>  | -         |
|             |      |   |           |
| 3200        |      | <b>STUDENT ACTIVITIES</b>   |           |
|             | 3210 | School Sponsored Student Activities   | 205,640   |
|             | 3250 | School Sponsored Athletics  | 10,522    |
|             |      |   |           |
| 3300        |      | <b>COMMUNITY SERVICES</b>   |           |
|             | 3310 | Community Recreation  | 42,244    |
|             | 3320 | Civic Services  | -         |
|             | 3330 | Public Library Services   | -         |
|             | 3340 | Custody and Child Care  | -         |
|             | 3350 | Welfare Activities  | -         |
|             | 3390 | Other Community Services  | -         |
|             |      |   |           |
| 3400        |      | <b>SCHOLARSHIPS AND AWARDS</b>  | -         |
|             |      |   |           |
| <b>4000</b> |      | <b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>  |           |
| 4100        |      | <b>SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL</b>  | -         |
|             |      |   |           |
| 4200        |      | <b>EXISTING SITE IMPROVEMENT SERVICES</b>   | 1,019     |
|             |      |   |           |
| 4300        |      | <b>ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL</b> | -         |
|             |      |   |           |

|             |   |                    |
|-------------|---|--------------------|
| 4400        | ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS | -                  |
| 4500        | BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL          | 210,355            |
| 4600        | EXISTING BUILDING IMPROVEMENT SERVICES  | 215,880            |
| <b>5000</b> | <b>OTHER EXPENDITURES AND FINANCING USES</b>                                      |                    |
| 5100        | DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES                              | -                  |
| 5200        | FUND TRANSFERS  | -                  |
| 5300        | TRANSFERS INVOLVING COMPONENT UNITS   | -                  |
| 5400        | INTRAFUND TRANSFERS OUT   | -                  |
| 5800        | SUSPENSE ACCOUNT  | -                  |
| 5900        | BUDGETARY RESERVE   | -                  |
|             | <b>TOTAL EXPENDITURES</b>   | <b>170,712,803</b> |

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2022 38,795,533

# THE ANNUAL COMPREHENSIVE FINANCIAL REPORT

FOR THE FISCAL YEAR ENDED  
JUNE 30, 2021



The Pennsylvania Cyber Charter School

Midland, Pennsylvania

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



The Pennsylvania Cyber Charter School

**THE ANNUAL COMPREHENSIVE  
FINANCIAL REPORT**

For the Fiscal Year Ended June 30, 2021

Brian Hayden  
Chief Executive Officer

Prepared by:

Business Administrator's Office

Matthew Schulte  
Chief Financial Officer

Ryan Frueh  
Director of Business Services

# THE PENNSYLVANIA CYBER CHARTER SCHOOL

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**THE PENNSYLVANIA CYBER CHARTER SCHOOL**

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





The Pennsylvania Cyber Charter School

### *Our Mission*

*Empower all students and families to become active participants in their own learning and equip them with skills for the future.*

*We achieve this through engaging content, delivered by innovative teaching in a culture of caring.*



The Pennsylvania Cyber Charter School

## Vision, Mission and Core Values

### Our Vision

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

### Our Mission

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

### Our Core Values

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

#### Integrity

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

#### Innovation

We encourage new ideas and practices that foster student success.

#### Service

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

#### Excellence

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

#### Professionalism

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



December 20, 2021

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

Dear Board Members:

The Annual Comprehensive Financial Report of the Pennsylvania Cyber Charter School (the School) for the fiscal year ended June 30, 2021, is hereby submitted. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with management and the Board of Trustees (Board). To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly, in all material respects, the respective financial position and results of operations of the various funds of the School. All disclosures necessary to enable the reader to gain an understanding of the School's financial activities have been included.

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

Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the Pennsylvania Cyber Charter School for its annual comprehensive financial report for the fiscal year ended June 30, 2020. This was the third year that the School has achieved this prestigious award. In order to be awarded a Certificate of Achievement, a School must publish an easily readable and efficiently organized annual comprehensive financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

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

## About PA Cyber

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



The Pennsylvania Cyber Charter School

## **A Continuum of Learning**

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

## **Innovative Curriculum and Instruction**

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

## **A Real Community**

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

## **Choices and Opportunities**

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

## **The Right Technology**

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



The Pennsylvania Cyber Charter School

**REPORTING ENTITY AND ITS SERVICES**

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

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

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

| <u>Fiscal Year</u> | <u>FTE Student Enrollment</u> | <u>Percent Change</u> |
|--------------------|-------------------------------|-----------------------|
| 2020-2021          | 11,466                        | 8.99%                 |
| 2019-2020          | 10,520                        | -0.73%                |
| 2018-2019          | 10,597                        | 1.77%                 |
| 2017-2018          | 10,413                        | 1.34%                 |
| 2016-2017          | 10,275                        | 3.74%                 |

**ECONOMIC CONDITION AND OUTLOOK**

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

**MAJOR INITIATIVES**

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



The Pennsylvania Cyber Charter School

### INTERNAL ACCOUNTING CONTROLS

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

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

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

### BUDGETARY CONTROLS

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

### ACCOUNTING SYSTEM AND REPORTS

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

### FINANCIAL POLICIES

The intent of the Board is to ensure that the School manages its budget and finances in a fiscally prudent and responsible way by establishing financial policies for the budget, fund balance, and maintenance of adequate reserves. The government-wide and proprietary financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when the liability is incurred. Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period.



The Pennsylvania Cyber Charter School

### OTHER INFORMATION

#### *Independent Audit*

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

### ACKNOWLEDGEMENTS

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

Respectfully submitted,

Matthew Schulte  
Chief Financial Officer



Government Finance Officers Association

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

Presented to

**Pennsylvania Cyber Charter School**

For its Comprehensive Annual  
Financial Report  
For the Fiscal Year Ended

June 30, 2020

*Christopher P. Morill*

Executive Director/CEO



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

**Roster of Officials  
June 30, 2021**

**Members of the Board of Trustees**

Officers:

|                            |                |
|----------------------------|----------------|
| Edward Elder               | President      |
| Phillip Tridico (deceased) | Vice President |

Board Members:

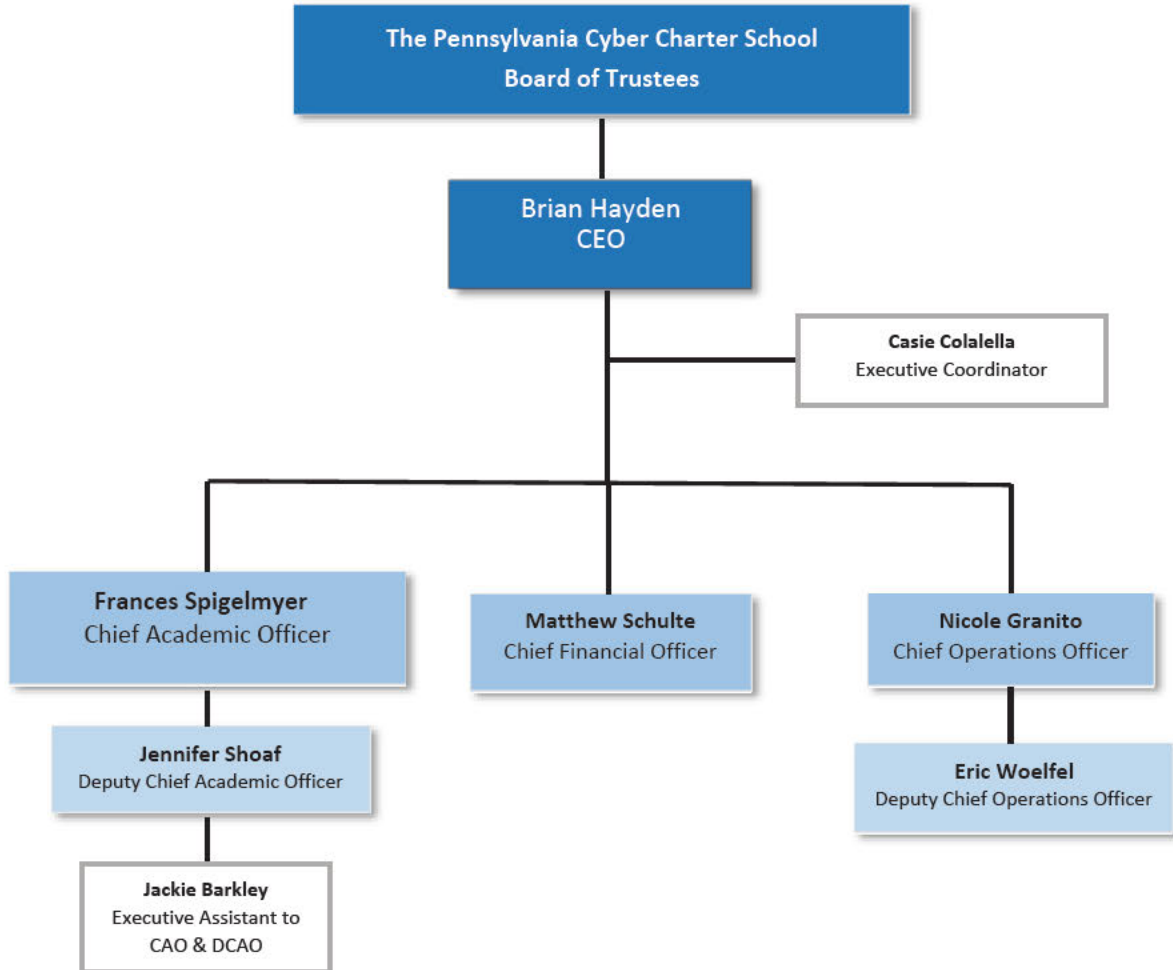
Jayne Lingenfelder (resigned October 2020)  
Kristin Zarnoch (resigned May 2021)  
Marc Stawderman  
Melissa DiSanto Castellanno  
Logan Clark  
Tom Dorsey  
Chester Thompson  
Stephen Robinson

Non-Voting Members:

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

THE PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA

Organizational Chart - Administration  
June 30, 2021



# **FINANCIAL SECTION**



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

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

### Independent Auditor's Report

To the Board of Trustees  
 The Pennsylvania Cyber Charter School

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

We have audited the accompanying financial statements of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School, as of and for the fiscal year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements as listed in financial section of the table of contents.

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

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

#### *Auditor's Responsibility*

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

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

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

*(continued)*

**Independent Auditor's Report**

*(continued)*

***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School, as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, other post-employment benefits information, and the pension information on pages 14 through 24 and 59 through 65 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

***Other Information***

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

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

*(continued)*

**Independent Auditor's Report**

*(continued)*

***Other Matters (continued)***

***Other Information (continued)***

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

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

In accordance with *Government Auditing Standards*, we have also issued our report dated December 20, 2021 on our consideration of Pennsylvania Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pennsylvania Cyber Charter School's internal control over financial reporting and compliance.

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 20, 2021

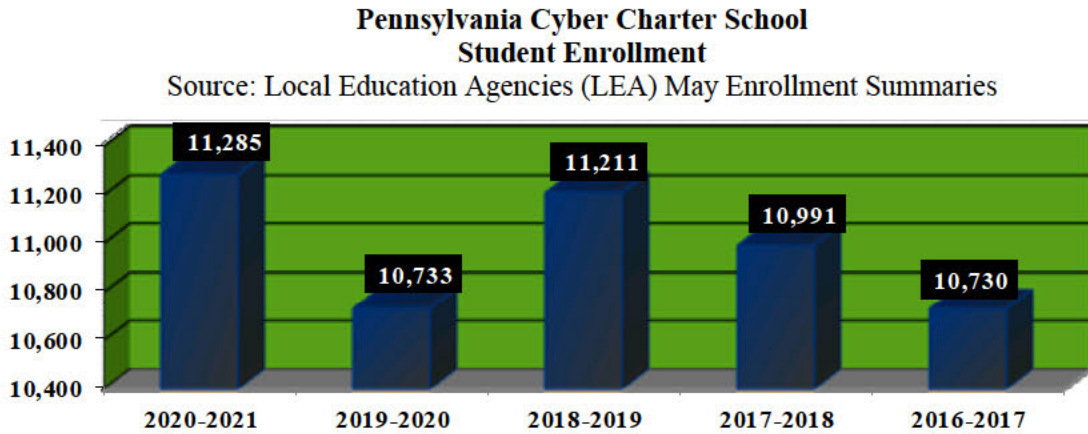
**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

Our discussion and analysis of the Pennsylvania Cyber Charter School's (the School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2021. Please review this information in conjunction with the School's financial statements that begin on page 25.

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

**FINANCIAL HIGHLIGHTS**

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



The School's total assets and deferred outflows of resources exceeded total liabilities and deferred inflows of resources as of June 30, 2021 by \$65,416,160. As of June 30, 2021, the School reported an unassigned ending fund balance of \$63,308,395 that may be used at the School's discretion. This amount equates to 42.68% of total General Fund Expenditures. The \$63,308,395 balance represents a \$30,824,476 increase from the June 30, 2020 balance of \$32,483,919.

The School's governmental fund balance was \$149,776,794 as of June 30, 2021 and consisted of the following:

|  |            |
|--|------------|
| Nonspendable                           |            |
| Prepays and deposits                   | \$ 308,200 |
| Spendable                              |            |
| Committed To:                          |            |
| Future PSERS retirement rate increases | 28,193,887 |
| Future healthcare cost increases       | 9,880,167  |
| Lease obligations                      | 8,685,976  |
| Stabilization fund                     | 37,838,000 |

*(continued)*

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

Governmental fund balance (continued)

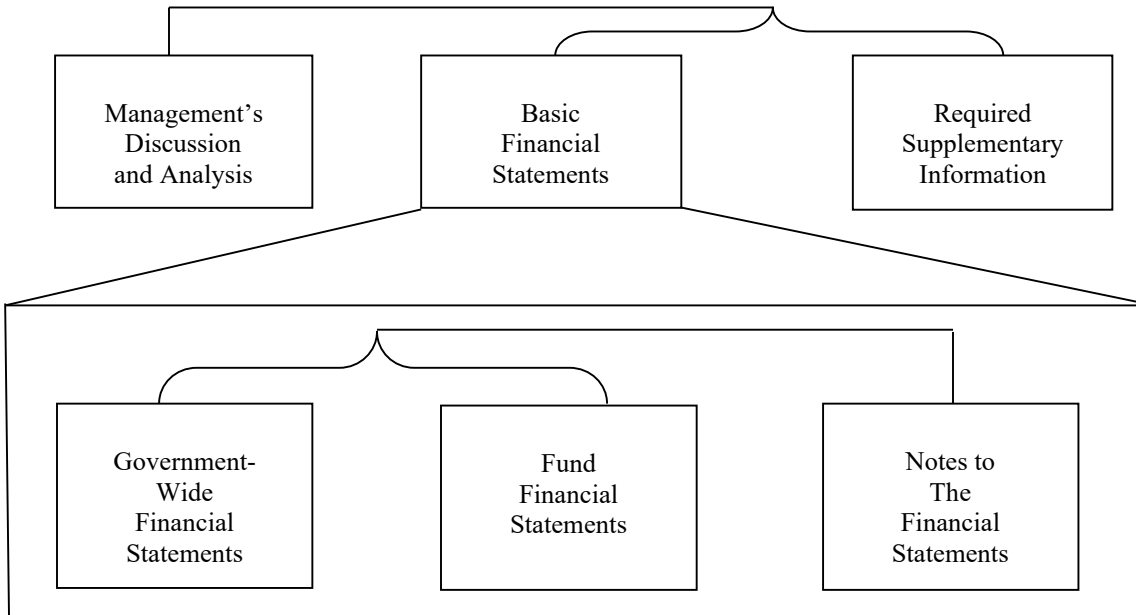
|  |                       |
|--|-----------------------|
| Assigned To:                               |                       |
| Future OPEB liability                      | 1,309,583             |
| Future special education legal obligations | 252,586               |
| Unassigned                                 | 63,308,395            |
| Total Fund Balance                         | <u>\$ 149,776,794</u> |

**USING THE BASIC FINANCIAL STATEMENTS**

This Basic Financial Statements consists of the Management's Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Position and Statement of Activities, on pages 25 and 26, provide information about the activities of the School as a whole and present a longer-term view of the School's financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. There are two parts to the Fund Financial Statements: 1) the governmental fund statements; and 2) the proprietary fund statements. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

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

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





**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
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**June 30, 2021**

**REPORTING THE SCHOOL AS A WHOLE**

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

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, "How did we do financially during Fiscal Year Ended June 30, 2021?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid.

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

**OVERVIEW OF FINANCIAL STATEMENTS**

**Government-Wide Statements**

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

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

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

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

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

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

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**REPORTING THE CHARTER SCHOOL'S MOST SIGNIFICANT FUNDS**

**Fund Financial Statements**

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

*Governmental fund* – Most of the School's activities are reported in the general fund, which focuses on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The general fund statements provide a detailed short-term view of the School's operations and the services it provides. General fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental fund is reflected in reconciliations on pages 28 and 30.

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

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

The School's total net position was \$65,416,160 at June 30, 2021 and \$29,983,677 at June 30, 2020.

|                                       | <u>June 30, 2021</u> | <u>June 30, 2020</u> |
|---------------------------------------|----------------------|----------------------|
| Current assets                        | \$ 163,095,635       | \$ 121,910,987       |
| Capital assets                        | 39,719,499           | 38,851,517           |
| Noncurrent assets                     | <u>5,001,757</u>     | <u>4,806,747</u>     |
| <b>Total Assets</b>                   | 207,816,891          | 165,569,251          |
| <b>Deferred Outflows of Resources</b> | 37,411,749           | 33,413,722           |
| Current liabilities                   | 10,730,527           | 11,552,209           |
| Noncurrent liabilities                | <u>164,959,209</u>   | <u>151,821,883</u>   |
| <b>Total Liabilities</b>              | 175,689,736          | 163,374,092          |
| <b>Deferred Inflows of Resources</b>  | <u>4,122,744</u>     | <u>5,625,204</u>     |
| Net investment in capital assets      | 39,134,687           | 37,263,451           |
| Unrestricted                          | <u>26,281,473</u>    | <u>(7,279,774)</u>   |
| <b>Total Net Position</b>             | <u>\$ 65,416,160</u> | <u>\$ 29,983,677</u> |

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

Total current assets increased by \$41,184,648 leading to an overall increase in total assets of \$42,247,640 from the prior year. In addition, total liabilities increased by \$12,315,644 while total net position increased by \$35,432,483. The increase in net position was higher than budgeted. See the "Comparison for Budget to Actual Variances" section on page 22 for additional information. Overall, the School's financial position has improved.

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

The results of this year's operations as a whole are reported in the Statement of Activities on page 26. All operating expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are presented to determine the final amount of the School's activities that are supported by other general revenues. The largest general revenue is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

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

Table A-2  
Changes in Net Position  
Fiscal Years Ended June 30, 2021 and June 30, 2020

|  | <u>June 30, 2021</u> | <u>June 30, 2020</u> |
|--|----------------------|----------------------|
| Revenues                                 |                      |                      |
| <u>Program revenues:</u>                 |                      |                      |
| Operating grants and contributions       | \$ 8,021,669         | \$ 6,798,052         |
| <u>General revenues:</u>                 |                      |                      |
| Payments from local educational agencies | 180,537,690          | 159,685,518          |
| Investment earnings                      | 298,740              | 1,576,363            |
| Other income                             | 690,828              | 190,745              |
| <b>Total Revenues</b>                    | <u>189,548,927</u>   | <u>168,250,678</u>   |
| Expenses                                 |                      |                      |
| Instructional services                   | 101,414,282          | 103,358,698          |
| Support services                         | 47,245,806           | 46,734,285           |
| Non-instructional services               | 188,525              | 413,609              |
| Unallocated depreciation                 | 5,267,831            | 5,565,998            |
| <b>Total Expenses</b>                    | <u>154,116,444</u>   | <u>156,072,590</u>   |
| <b>Increase in Net Position</b>          | 35,432,483           | 12,178,088           |
| Net Position, Beginning                  | 29,983,677           | 17,805,589           |
| Net Position, Ending                     | <u>\$ 65,416,160</u> | <u>\$ 29,983,677</u> |

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

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

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

Table A-3  
Fiscal Year Ended June 30, 2021  
Governmental Activities

| <u><b>Function/Programs</b></u>               | <u>Total Cost of<br/>Service</u> | <u>Net Cost of<br/>Services</u>  |
|---|----------------------------------|----------------------------------|
| Instructional services                        | \$ 101,414,282                   | \$ 96,114,067                    |
| Support services                              | 47,245,806                       | 44,647,297                       |
| Non-instructional services                    | 188,525                          | 65,580                           |
| Unallocated depreciation                      | <u>5,267,831</u>                 | <u>5,267,831</u>                 |
| <b>Total Governmental Activities</b>          | <u><u>\$ 154,116,444</u></u>     | <u>146,094,775</u>               |
| <br>Total Needs from Local and Other Revenues |                                  | <br><u><u>\$ 146,094,775</u></u> |

Table A-4  
Fiscal Year Ended June 30, 2020  
Governmental Activities

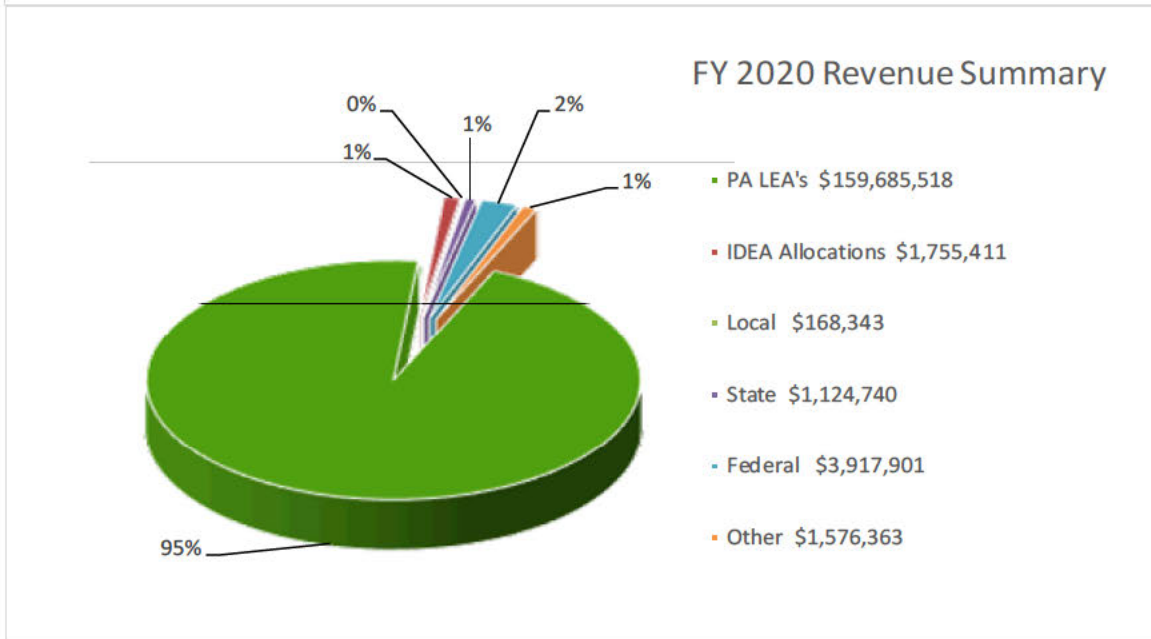
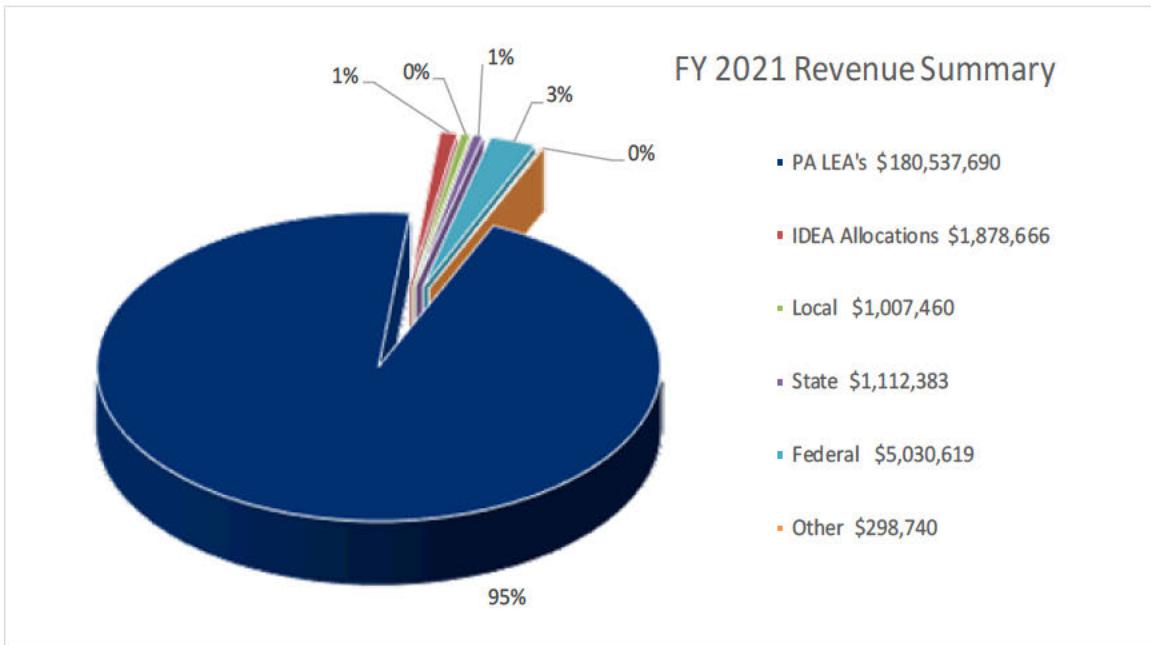
| <u><b>Function/Programs</b></u>               | <u>Total Cost of<br/>Service</u> | <u>Net Cost of<br/>Services</u>  |
|---|----------------------------------|----------------------------------|
| Instructional services                        | \$ 103,358,698                   | \$ 99,016,630      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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
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**THE SCHOOL'S FUNDS**

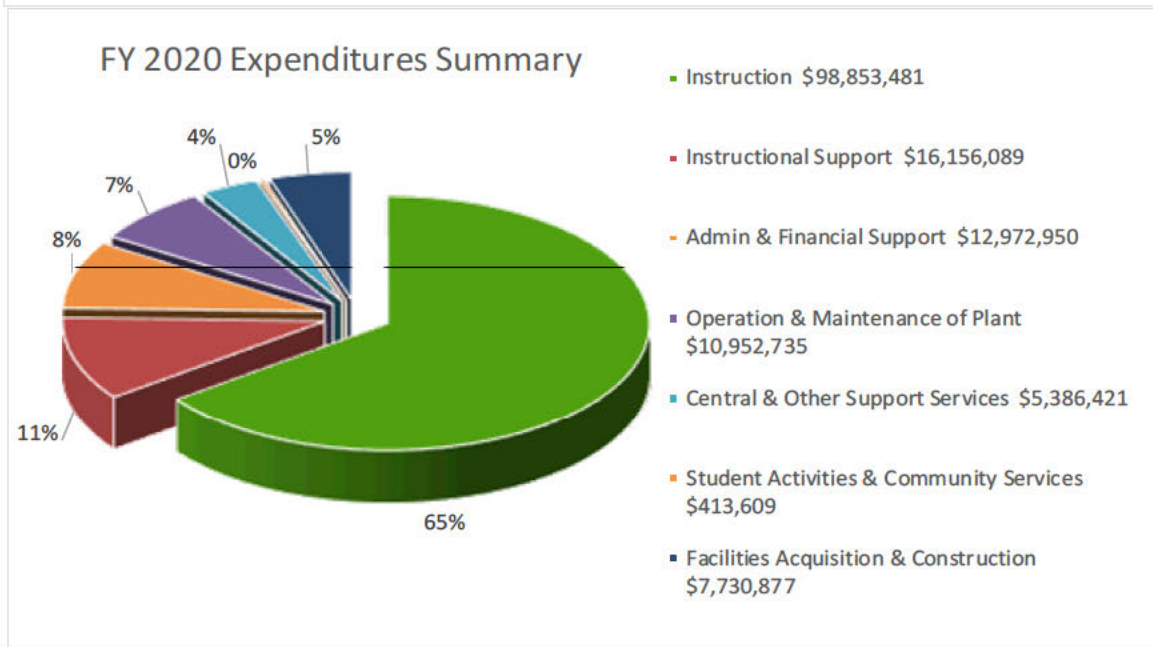
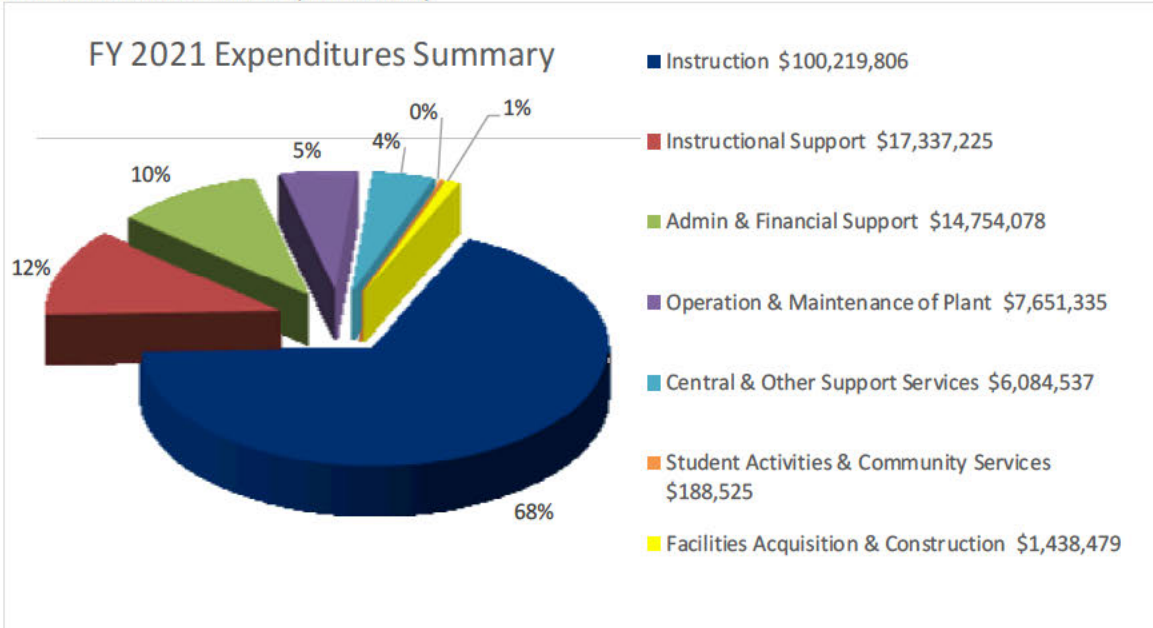
**General Fund**

The General Fund, which accounts for the School's operations, had an unassigned fund balance of \$63,308,395, as noted on page 27. This represents an increase of \$30,834,476 from 2019-2020 operations. This increase was mainly due to a Net Change in Fund Balance of \$42,216,024. The increase in net fund balance was higher than budgeted. See the "Comparison for Budget to Actual Variances" section on page 22 for additional information.



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



**Budgeting Highlights**

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

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of \$167,142,689. Actual revenues and other financing sources were more than this budget amount by \$22,747,320. The expenditures were budgeted at \$162,724,861. Actual expenditures were less than budgeted expenditures by approximately \$15,050,876. A schedule showing the School's original and final budget amounts compared to actual amounts is provided on page 59.

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

**Comparison of Budget to Actual Variances**

The COVID-19 Pandemic continued to impact the school's operations during the 2020/2021 school year. To explain, on March 13, 2020, Governor Wolf of Pennsylvania announced the closure of all Pennsylvania Schools for a two-week period. Additionally, on April 9, 2020, Governor Wolf extended the period of closure for all Pennsylvania schools for the remainder of the 2019/2020 academic year. These actions were taken to mitigate the spread of the virus during this national crisis and period of uncertainty. Yet, despite the closure of the school's physical facilities, during this time period, PA Cyber developed its budget during this period of uncertainty in the spring of 2020 for the upcoming school year – 2020/2021. According to the PA school code, school district must pass a final budget by June 30 each year.

During the 2020-2021 fiscal year, PA Cyber experienced an increase in fund balance of the General Fund and net position. With respect to revenues, the primary underlying reason for this increase was an increase in local revenues from school districts.

Unlike traditional school districts, whose revenues are driven by local tax revenue, PA Cyber's revenues are derived primarily by two factors: student enrollment and Selected Expenditures per ADM. PA Cyber is a school of choice. Therefore, enrollment of students is determined by students' families across the Commonwealth of Pennsylvania. Accordingly, students who attend PA Cyber choose to do so. As such, PA Cyber enrolls students throughout its school year. Also, throughout the school year, students also may choose to withdraw from PA Cyber.

PA Cyber took a conservative approach with respect to the derivation of revenues associated with enrollment and anticipated a modest decline in student enrollment associated with the 2020/2021 school year. PA Cyber's enrollment during the previous fiscal year, in which a decline of 7% of revenues from LEA's was observed and was a primary factor in the enrollment forecast. As in the past, PA Cyber utilized monthly enrollment and withdrawal trends.

Additionally, PA Cyber's estimate of enrollment for the 2020/2021 school year was based upon two new factors:

- The COVID-19 Pandemic
- The introduction of new curriculum and new learning management system

PA Cyber surmised that students would enroll in their resident school district given that many school districts throughout Pennsylvania had created internet delivered curriculum and teaching. Therefore, the competition for cyber students dramatically increased as school districts throughout Pennsylvania were forced to develop their own virtual programs. Further, PA Cyber anticipated a decrease in enrollment due to the introduction of a new curriculum and a new learning management system.

However, due to the COVID-19 pandemic, PA Cyber experienced an unforeseen surge in enrollment of students. This was the primary reason why local revenues increased by 6.9%.

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

**Comparison of Budget to Actual Variances (continued)**

With respect to the Selected Expenditures per ADM, each individual LEA local education agencies determines its Selected Expenditures per ADM which is the rate PA Cyber receives for educated students. The Selected Expenditure per-student are calculated by each LEA on an annual basis for nonspecial education students and special education students. To explain, charter schools in Pennsylvania are funded by a formula (coded into law) wherein the LEA's send charter schools a per-student payment. The per-student payment is calculated by each LEA on an annual basis for nonspecial education students and special education students. On average, for the past 18 years, PA Cyber has experienced an increase of 3% in the per-student payment calculation for the LEA's throughout Pennsylvania. Accordingly, PA Cyber budgeted for this increase of 3%. However, due to unforeseen factors, the average per-student payment increased in the 2020-2021 school year. As previously mentioned, PA Cyber does not calculate this per-student payment. Rather the individual LEA's calculate this payment.

In terms of expenditures, there were several main areas which explain why actual expenses were less than budgeted expenses. These areas are salaries/benefits, facilities construction, and equipment/furniture. With respect to salaries/benefits, PA Cyber budgeted for additional positions that were anticipated to be filled during the 2020/2021 school year. To be succinct, many hires were delayed while other open positions were not filled during the 2020/2021 school year as a result of the pandemic. A reason for this circumstance was that providing on-site in-person training for new employees during the pandemic was not possible because the school buildings were closed. The result was a decrease in actual expenditures for salaries/benefits compared to budgeted expenditures. These open positions will be filled during the 2021/2022 school year.

PA Cyber also budgeted monies for a multi-million-dollar renovation project for one of its facilities located in Midland, PA. The project was scheduled to begin during the 2017-2018 school year. However, the start date of the project was delayed due to design changes. The design changes led to an increase in the cost for the project. In addition, the project was halted altogether at one point during the COVID-19 pandemic, and this delayed the project. Further, building materials necessary for the construction project were significantly delayed once the project commenced. This is a direct result of the unavailability of building materials due to the pandemic. However, the project is currently underway and will be completed during the 2021/2022 school year.

Other construction/renovations scheduled for field office in Philadelphia, Harrisburg, and Greensburg, PA were also delayed for the same reasons as noted above. Renovation/construction projects experienced a delay in not only building materials, but also procurement and delivery of furniture, equipment, signage, etc.

During the 2020/2021 school year, monies were budgeted for professional services. As a result of the pandemic, the services were not utilized for such activities associated with construction/renovation projects, and marketing initiatives.

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



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

**CAPITAL ASSETS AND DEBT ADMINISTRATION**

**Capital Assets**

At June 30, 2021, the School's Governmental Activities had \$39,134,687 invested in a broad range of capital assets, including land, buildings and improvements, furniture and equipment and construction in progress. This amount represents a net increase of \$1,871,236 from last year. The increase in capital assets is primarily due to computer purchases and building renovations. A building in Midland, PA is currently being renovated. More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements (Note 6).

**Debt Administration**

As of June 30, 2021, the School had no outstanding debt.

**ECONOMIC FACTORS AND BUDGETS**

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

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

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

## **Basic Financial Statements**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Net Position**  
**June 30, 2021**

| <b><u>ASSETS</u></b>                             | <b><u>Governmental<br/>Activities</u></b> |
|--|---|
| Current Assets                                   |   |
| Cash and cash equivalents                        | \$ 134,109,482                            |
| Investments                                      | 13,353,053                                |
| Intergovernmental receivables, net               | 14,693,458                                |
| Other receivables                                | 356,580                                   |
| Current portion of note receivable               | 340,000                                   |
| Deposits   | 92,197                                    |
| Prepays  | 150,865                                   |
| <b>Total Current Assets</b>                      | <b>163,095,635</b>                        |
| Noncurrent Assets                                |   |
| Land   | 1,101,631                                 |
| Buildings and improvements (net of depreciation) | 15,440,494                                |
| Furniture and equipment (net of depreciation)    | 1,745,283                                 |
| Computer equipment (net of depreciation)         | 9,501,273                                 |
| Construction in progress                         | 11,930,818                                |
| Deposits   | 75,853                                    |
| Other receivables                                | 165,904                                   |
| Note receivable, net of current portion          | 4,760,000                                 |
| <b>Total Noncurrent Assets</b>                   | <b>44,721,256</b>                         |
| <b>Total Assets</b>                              | <b>207,816,891</b>                        |
| <b>Deferred Outflows of Resources</b>            | <b>37,411,749</b>                         |
| <b><u>LIABILITIES</u></b>                        |   |
| Current Liabilities                              |   |
| Intergovernmental payables                       | 235,922                                   |
| Accounts payable                                 | 2,908,884                                 |
| Claims and judgments payable                     | 149,965                                   |
| Retainage payable                                | 111,752                                   |
| Accrued salaries and benefits                    | 1,979,032                                 |
| Retirement payable                               | 4,247,106                                 |
| Other payables                                   | 2,200                                     |
| Accrued healthcare costs                         | 1,095,666                                 |
| <b>Total Current Liabilities</b>                 | <b>10,730,527</b>                         |
| Noncurrent Liabilities                           |   |
| Claims and judgments payable                     | 102,221                                   |
| Net pension liability                            | 156,678,549                               |
| Net OPEB liability                               | 8,178,439                                 |
| <b>Total Noncurrent Liabilities</b>              | <b>164,959,209</b>                        |
| <b>Total Liabilities</b>                         | <b>175,689,736</b>                        |
| <b>Deferred Inflows of Resources</b>             | <b>4,122,744</b>                          |
| <b><u>NET POSITION</u></b>                       |   |
| Net investment in capital assets                 | 39,134,687                                |
| Unrestricted deficit                             | 26,281,473                                |
| <b>Total Net Position</b>                        | <b>\$ 65,416,160</b>                      |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Activities**  
**Fiscal Year Ended June 30, 2021**

| Functions/Programs                          | Expenses              | Program Revenues     |                                    |                                  | Net (Expense) Revenue and Changes in Net Position |
|---|-----------------------|----------------------|------------------------------------|----------------------------------|---|
|   |                       | Charges for Services | Operating Grants and Contributions | Capital Grants and Contributions |   |
| <b>Governmental Activities</b>              |                       |                      |                                    |                                  |   |
| Instructional Services                      |                       |                      |                                    |                                  |   |
| Regular instruction                         | \$ 65,847,007         | \$ -                 | \$ 3,286,476                       | \$ -                             | \$ (62,560,531)                                   |
| Special instruction                         | 35,510,070            | -                    | 2,013,739                          | -                                | (33,496,331)                                      |
| Vocational instruction                      | -                     | -                    | -                                  | -                                | -   |
| Other instructional programs                | 42,632                | -                    | -                                  | -                                | (42,632)  |
| Higher education programs                   | 14,573                | -                    | -                                  | -                                | (14,573)  |
| <b>Total Instructional Services</b>         | <b>101,414,282</b>    | <b>-</b>             | <b>5,300,215</b>                   | <b>-</b>                         | <b>(96,114,067)</b>                               |
| Support Services                            |                       |                      |                                    |                                  |   |
| Pupil personnel                             | 13,727,833            | -                    | 484,037                            | -                                | (13,243,796)                                      |
| Instructional staff                         | 4,831,245             | -                    | 1,228,044                          | -                                | (3,603,201)                                       |
| Administration                              | 7,913,190             | -                    | 407,086                            | -                                | (7,506,104)                                       |
| Pupil health                                | 931,390               | -                    | 175,872                            | -                                | (755,518)   |
| Business services                           | 6,740,499             | -                    | -                                  | -                                | (6,740,499)                                       |
| Operation of plant and maintenance services | 6,720,298             | -                    | 49,698                             | -                                | (6,670,600)                                       |
| Student transportation services             | -                     | -                    | -                                  | -                                | -   |
| Support services - central                  | 6,381,351             | -                    | 253,772                            | -                                | (6,127,579)                                       |
| <b>Total Support Services</b>               | <b>47,245,806</b>     | <b>-</b>             | <b>2,598,509</b>                   | <b>-</b>                         | <b>(44,647,297)</b>                               |
| Non-Instructional Services                  |                       |                      |                                    |                                  |   |
| Student activities                          | 98,388                | -                    | 32,816                             | -                                | (65,572)  |
| Food services                               | -                     | -                    | -                                  | -                                | -   |
| Community services                          | 90,137                | -                    | 90,129                             | -                                | (8)   |
| Facilities                                  | -                     | -                    | -                                  | -                                | -   |
| Interest on long-term debt                  | -                     | -                    | -                                  | -                                | -   |
| Other expense                               | -                     | -                    | -                                  | -                                | -   |
| Unallocated depreciation expense            | 5,267,831             | -                    | -                                  | -                                | (5,267,831)                                       |
| <b>Total Non-Instructional Services</b>     | <b>5,456,356</b>      | <b>-</b>             | <b>122,945</b>                     | <b>-</b>                         | <b>(5,333,411)</b>                                |
| <b>Total Governmental Activities</b>        | <b>\$ 154,116,444</b> | <b>\$ -</b>          | <b>\$ 8,021,669</b>                | <b>\$ -</b>                      | <b>(146,094,775)</b>                              |
| <b>General Revenues:</b>                    |                       |                      |                                    |                                  |   |
| Payments from local educational agencies    |                       |                      |                                    |                                  | 180,537,690                                       |
| Investment earnings                         |                       |                      |                                    |                                  | 298,740   |
| Gain on disposal of capital assets          |                       |                      |                                    |                                  | 23,368  |
| Miscellaneous income                        |                       |                      |                                    |                                  | 667,460   |
| <b>Total General Revenues</b>               |                       |                      |                                    |                                  | <b>181,527,258</b>                                |
| <b>Change in Net Position</b>               |                       |                      |                                    |                                  | <b>35,432,483</b>                                 |
| Net Position - July 1, 2020                 |                       |                      |                                    |                                  | 29,983,677  |
| Net Position - June 30, 2021                |                       |                      |                                    |                                  | <b>\$ 65,416,160</b>                              |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Balance Sheet – Governmental Fund**  
**June 30, 2021**

|  | <b>General Fund</b>   |
|--|-----------------------|
| <b><u>ASSETS</u></b>                       |                       |
| Cash and cash equivalents                  | \$ 130,104,737        |
| Investments                                | 13,353,053            |
| Intergovernmental receivables, net         | 14,693,458            |
| Other receivables                          | 690,891               |
| Deposits                                   | 168,050               |
| Prepays                                    | 140,150               |
| <b>Total Assets</b>                        | <b>\$ 159,150,339</b> |
| <b><u>LIABILITIES</u></b>                  |                       |
| Accounts payable                           | \$ 2,908,884          |
| Accrued salaries and benefits              | 1,979,032             |
| Intergovernmental payable                  | 235,922               |
| Retirement payable                         | 4,247,106             |
| Claims and judgments payable               | 401                   |
| Other payables                             | 2,200                 |
| <b>Total Liabilities</b>                   | <b>9,373,545</b>      |
| <b><u>FUND BALANCE</u></b>                 |                       |
| Nonspendable                               |                       |
| Prepays and deposits                       | 308,200               |
| Spendable                                  |                       |
| Committed To:                              |                       |
| Future PSERS retirement rate increases     | 28,193,887            |
| Future healthcare cost increases           | 9,880,167             |
| Lease obligations                          | 8,685,976             |
| Stabilization fund                         | 37,838,000            |
| Assigned To:                               |                       |
| Future OPEB liability                      | 1,309,583             |
| Future special education legal obligations | 252,586               |
| Unassigned                                 | 63,308,395            |
| <b>Total Fund Balance</b>                  | <b>149,776,794</b>    |
| <b>Total Liabilities and Fund Balance</b>  | <b>\$ 159,150,339</b> |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position**  
**Fiscal Year Ended June 30, 2021**

**TOTAL FUND BALANCE - GOVERNMENTAL FUND** \$ 149,776,794

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

Capital Assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds.

|                                |              |
|--------------------------------|--------------|
| Cost of all capital assets     | 68,103,363   |
| Less: accumulated depreciation | (28,383,864) |

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

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

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

|                              |               |
|------------------------------|---------------|
| Retainage payable            | (111,752)     |
| Net OPEB liability           | (8,178,439)   |
| Claims and judgments payable | (251,785)     |
| Net pension liability        | (156,678,549) |

|  |            |
|--|------------|
| Deferred outflows of resources related to the School's net pension and OPEB liabilities. | 37,411,749 |
|--|------------|

|   |             |
|---|-------------|
| Deferred inflows of resources related to the School's net pension and OPEB liabilities. | (4,122,744) |
|---|-------------|

|  |           |
|--|-----------|
| The internal service fund is used by management to account for medical benefits of the School's employees. The assets and liabilities of the internal service fund are included in the governmental activities in the statement of net position. | 3,091,387 |
|--|-----------|

**TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES** **\$ 65,416,160**

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance – Governmental Fund**  
**Fiscal Year Ended June 30, 2021**

|   | <b>General Fund</b> |
|---|---------------------|
| <b><u>REVENUES</u></b>                      |                     |
| Local sources                               | \$ 183,722,556      |
| State sources                               | 1,112,383           |
| Federal sources                             | 5,030,619           |
| <b>Total Revenues</b>                       | 189,865,558         |
| <b><u>EXPENDITURES</u></b>                  |                     |
| Instructional services                      | 100,219,806         |
| Support services                            | 45,827,175          |
| Non-instructional services                  | 188,525             |
| Capital outlay                              | 1,438,479           |
| <b>Total Expenditures</b>                   | 147,673,985         |
| <b>Excess of Revenues Over Expenditures</b> | 42,191,573          |
| <b><u>OTHER FINANCING SOURCES</u></b>       |                     |
| Proceeds from disposal of capital assets    | 24,451              |
| <b>Net Change in Fund Balance</b>           | 42,216,024          |
| Fund Balance - July 1, 2020                 | 107,560,770         |
| Fund Balance - June 30, 2021                | \$ 149,776,794      |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Reconciliation of the Governmental Fund –**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance to the Statement of Activities**  
**Fiscal Year Ended June 30, 2021**

**NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND** \$ 42,216,024

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

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

|                            |                    |           |
|----------------------------|--------------------|-----------|
| Add: capital outlays       | \$ 6,598,385       |           |
| Less: depreciation expense | <u>(5,267,831)</u> | 1,330,554 |

The governmental funds report proceeds from the sale of property and equipment as revenue. However, in the statement of activities, only the gain or loss (proceeds less depreciated cost) is recognized from the sale of capital assets. This is the amount by which the net book value exceeded sales proceeds. (1,083)

The portion of the notes receivable which was receivable in the current year is treated as revenue on the fund statements, while, on the government-wide statements, it is treated as a reduction to notes receivable. (340,000)

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

|                                       |  |             |
|---------------------------------------|--|-------------|
| Other postemployment benefits expense |  | (204,001)   |
| Pension expense                       |  | (7,375,012) |

Difference in amount expensed on the statement of activities for claims and judgments due to the timing of when the liability is recognized. (138,144)

The internal service fund is used by management to account for medical benefits of the School's employees. The change in net position of the internal service is reported with governmental activities. (55,855)

**CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES** **\$ 35,432,483**

*See accompanying notes to the financial statements.*



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Net Position – Proprietary Fund**  
**June 30, 2021**

|                            |    | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> |
|----------------------------|----|--|
|                            |    | <b>Health<br/>Insurance Fund</b>                                   |
| <b><u>ASSETS</u></b>       |    |  |
| Current Assets             |    |  |
| Cash and cash equivalents  | \$ | 4,004,745  |
| Other receivables          |    | 171,593  |
| Prepaid Expenses           |    | <u>10,715</u>  |
| <b>Total Assets</b>        |    | 4,187,053  |
| <b><u>LIABILITIES</u></b>  |    |  |
| Current Liabilities        |    |  |
| Accrued healthcare costs   |    | <u>1,095,666</u>   |
| <b>Total Liabilities</b>   |    | <u>1,095,666</u>   |
| <b><u>NET POSITION</u></b> |    |  |
| Unrestricted               | \$ | <u><u>3,091,387</u></u>  |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Revenues, Expenses, and Changes in Net Position – Proprietary Fund**  
**Fiscal Year Ended June 30, 2021**

|                                   | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> | <b>Health Insurance<br/>Fund</b> |
|-----------------------------------|--|----------------------------------|
| <b><u>OPERATING REVENUES</u></b>  |  |                                  |
| Charges for services              | \$ <u>12,790,856</u>   |                                  |
| <b>Total Operating Revenues</b>   | 12,790,856   |                                  |
| <b><u>OPERATING EXPENSES</u></b>  |  |                                  |
| Cost of services                  | 11,661,735   |                                  |
| Administrative                    | <u>1,184,976</u>   |                                  |
| <b>Total Operating Expenses</b>   | <u>12,846,711</u>  |                                  |
| <b>Operating Loss</b>             | (55,855)   |                                  |
| <b><u>OPERATING TRANSFERS</u></b> |  |                                  |
| Transfers from general fund       | <u>-</u>   |                                  |
| <b>Change in Net Position</b>     | (55,855)   |                                  |
| Net Position - July 1, 2020       | <u>3,147,242</u>   |                                  |
| Net Position - June 30, 2021      | <u><u>\$ 3,091,387</u></u>   |                                  |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Cash Flows – Proprietary Fund**  
**Fiscal Year Ended June 30, 2021**

|   | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> |
|---|--|
|   | <b>Health Insurance<br/>Fund</b>                                   |
| <u>Cash Flows From Operating Activities</u>   |  |
| Receipts from interfund services provided   | \$ 12,790,856  |
| Payments to suppliers, net  | <u>(12,888,318)</u>  |
| <b>Net Cash Used in Operating Activities</b>  | <u>(97,462)</u>  |
| <b>Net Decrease In Cash and Cash Equivalents</b>  | (97,462)   |
| Cash and Cash Equivalents - July 1, 2020  | <u>4,102,207</u>   |
| Cash and Cash Equivalents - June 30, 2021   | <u>\$ 4,004,745</u>  |
| <br><u>Reconciliation of Change in Net Position to Net Cash Used in<br/>Operating Activities:</u> |  |
| Operating Loss  | \$ (55,855)  |
| Adjustments to reconcile operating loss to net cash<br>used in operating activities:              |  |
| Changes in operating assets and liabilities   |  |
| Increase in other receivables   | (171,593)  |
| Increase in prepaid expenses  | (10,715)   |
| Increase in accrued healthcare costs  | <u>140,701</u>   |
| <b>Net Cash Used In Operating Activities</b>  | <u>\$ (97,462)</u>   |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 1 - REPORTING ENTITY**

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

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

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

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

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

***A. Basis of Presentation***

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

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

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

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

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

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

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

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

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

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, post-employment healthcare benefits and pensions, are recorded only when payment is due.

The School reports the following major governmental fund:

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

Additionally, the School reports the following proprietary fund type:

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

***C. Budgetary Process***

The School passed an appropriated budget for the fiscal year ending June 30, 2021 with revenues totaling \$167,142,689 and expenditures totaling \$162,724,861.

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

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

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

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the Board.

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

The School's cash and cash equivalents consist of cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition, not included in investments.

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

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

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

The School has the following recurring fair value measurements as of June 30, 2021:

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

Below is a summary of investments measured at fair value as of June 30, 2021:

|  |    |           |        |
|--|----|-----------|--------|
| U.S. Treasury Securities                   | \$ | 1,292,399 | 9.68%  |
| Government Sponsored Enterprise Securities | \$ | 2,405,353 | 18.01% |

Money market funds totaling \$97,328,428 at June 30, 2021 included in cash and cash equivalents, are valued at net asset value per share as provided by GASB Statement No.72. There are no restrictions on withdrawals and no deposit requirements.

***F. Interfund Balances***

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables." These amounts are offset against each other in the governmental activities column of the statement of net position, except for amounts due to/from other funds which are not presented in the statement of net position. There were no interfund transfers during the fiscal year ending June 30, 2021.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

***G. Capital Assets***

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

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

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

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

***H. Compensated Absences***

The School has no compensated absences as of June 30, 2021.

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

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

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

***J. Pension***

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



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

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

Plan description

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

Benefits provided

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

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

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

**Contributions**

Member Contributions:

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

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

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

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

Employer Contributions:

The School's contractually required contribution rate for fiscal year ended June 30, 2021 was 33.51% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$16,385,689 for the fiscal year ended June 30, 2021.

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

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

Health Insurance Premium Assistance Program

The System provides Premium Assistance, which is a governmental cost sharing, multiple-employer OPEB plan for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program (HOP). As of June 30, 2020, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

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

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

Plan Description

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

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' HOP. As of the June 30, 2020, measurement date, there were no assumed future benefit increases to participating eligible retirees.

Employer Contributions

The School's contractually required contribution rate for fiscal year ended June 30, 2021 was 0.82% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$398,821 for the fiscal year ended June 30, 2021.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

***L. Fund Balance Classifications***

GASB Code Section 1800 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items, deposits, and inventories.

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

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

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

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

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

**Prioritization of Fund Balance Use**

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

***M. Net Position***

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

*N. Use of Estimates*

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

**NOTE 3 - CASH AND CASH EQUIVALENTS**

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

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

Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC) to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral, as provided by law, is pledged by the depository.

The deposit and investment policy of the School adheres to state statutes and prudent business practices. Deposits of the governmental funds are either maintained in demand deposits or savings accounts, certificates of deposit, or cash equivalents. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School. The following is a description of the School's deposit and investment risks:

*Custodial Credit Risk* – The risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2021, \$139,905,521 of the School's bank balance of \$140,163,440 was exposed to custodial credit risk, however this balance is collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name. These deposits have a carrying amount of \$134,109,482 as of June 30, 2021.

*Concentration of Credit Risk* – School deposits greater than five percent of total School deposits were with First National Bank as follows, at June 30, 2021:

|                     |                |        |
|---------------------|----------------|--------|
| First National Bank | \$ 134,101,563 | 99.99% |
|---------------------|----------------|--------|

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 4 - INVESTMENTS**

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

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

|  |    |           |        |
|--|----|-----------|--------|
| U.S. Treasury Securities                   | \$ | 1,292,399 | 9.68%  |
| Government Sponsored Enterprise Securities | \$ | 2,405,353 | 18.01% |

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

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities. Short-term obligations usually refer to investments of less than 12 months.
- Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC), or The Federal Savings and Loan Insurance Corporation, or The National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities. Full faith and credit means the obligation is backed by the government's ability to levy taxes to repay debt. These investments include any bonds issued by the Commonwealth of Pennsylvania or any municipality or school district carrying the backing of the taxation powers of the governmental unit issuing the debt. Some investments of the federal government do not have full faith and credit backing. Fannie-Mae (FNMA) and Freddy-Mach (FNMC) bonds do not. Ginnie-Mae (GNMA) bonds do have full faith and credit backing.
- Shares of an investment company registered under the Investment Company Act of 1940 whose shares are registered under the Securities Act of 1933 provided that the following are met:
  - \* Only investments of that company are in the authorized investments for school funds listed in the categories above, and repurchase agreements fully collateralized by such investments.
  - \* The investment company is managed so as to maintain its shares as a constant net asset value in accordance with 17 CFR 270 2a-7 (relating to money market funds).
  - \* The investment company is rated in the highest category by a nationally recognized rating agency.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 4 - INVESTMENTS (continued)**

*Custodial Credit Risk* – is the risk that in the event of failure of the counterparty (e.g., broker-dealer) to a transaction, the School will not be able to recover the value of its investments in collateral securities that are held in the possession of another party. The School’s balances of these investments at June 30, 2021, were not subject to custodial credit risk. These investments are collateralized, insured, or held by the counterparty’s trust department or agent in the School’s name.

|  | <u>Fair Value</u>     | <u>Rating</u> | <u>No<br/>Maturity Date</u> | <u>12 Months<br/>or Less</u> | <u>13 to 24<br/>Months</u> | <u>25 to 60<br/>Months</u> | <u>Greater Than<br/>60 Months</u> |
|--|-----------------------|---------------|-----------------------------|------------------------------|----------------------------|----------------------------|-----------------------------------|
| <b>Investments:</b>                                |                       |               |                             |                              |                            |                            |                                   |
| U.S. Treasury securities                           | \$ 1,292,399          | AAA           | \$ -                        | \$ -                         | \$ -                       | \$ 513,759                 | \$ 778,640                        |
| Government sponsored enterprise securities         | 2,405,353             | N/A           | -                           | 2,405,353                    | -                          | -                          | -                                 |
| Municipal bonds                                    | 441,100               | A             | -                           | -                            | -                          | -                          | 441,100                           |
| Municipal bonds                                    | 1,454,919             | AA            | -                           | -                            | -                          | 558,954                    | 895,965                           |
| Municipal bonds                                    | 51,619                | AAA           | -                           | -                            | -                          | 51,619                     | -                                 |
| Certificates of deposit                            | <u>7,707,663</u>      | N/A           | <u>-</u>                    | <u>1,755,863</u>             | <u>1,523,252</u>           | <u>2,385,611</u>           | <u>2,042,937</u>                  |
| <b>Total Investments</b>                           | 13,353,053            |               | -                           | 4,161,216                    | 1,523,252                  | 3,509,943                  | 4,158,642                         |
| <b>Cash and Cash Equivalents:</b>                  |                       |               |                             |                              |                            |                            |                                   |
| Money market funds                                 | <u>97,328,428</u>     | N/A           | <u>97,328,428</u>           | <u>-</u>                     | <u>-</u>                   | <u>-</u>                   | <u>-</u>                          |
| <b>Total Included in Cash and Cash Equivalents</b> | <u>97,328,428</u>     |               | <u>97,328,428</u>           | <u>-</u>                     | <u>-</u>                   | <u>-</u>                   | <u>-</u>                          |
| <b>Total Assets Considered Investments</b>         | <u>\$ 110,681,481</u> |               | <u>\$ 97,328,428</u>        | <u>\$ 4,161,216</u>          | <u>\$ 1,523,252</u>        | <u>\$ 3,509,943</u>        | <u>\$ 4,158,642</u>               |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 5 - INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables earned by the School. At June 30, 2021, the following amounts were receivable from other governmental units.

|  | Receivable    |
|--|---------------|
| Governmental Units:                          |               |
| Federal - Grant Programs                     | \$ 831,774    |
| Local Educational Agencies, net of allowance | 13,861,684    |
| Totals                                       | \$ 14,693,458 |

**Allowance for Doubtful Accounts**

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of local education agencies (LEAs) to make required payments and PDE-363 rate disputes. Based on management's assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was approximately \$5,065,000 as of June 30, 2021.

**NOTE 6 - CAPITAL ASSETS**

A summary of capital assets recorded as of June 30, 2021 is as follows:

|   | Beginning<br>Balance | Increases   | Disposals/<br>Transfers | Ending Balance |
|---|----------------------|-------------|-------------------------|----------------|
| Capital assets, not being depreciated:        |                      |             |                         |                |
| Land  | \$ 1,101,631         | \$ -        | \$ -                    | \$ 1,101,631   |
| Construction in progress                      | 10,853,691           | 1,077,127   | -                       | 11,930,818     |
| Total capital assets, not being depreciated   | 11,955,322           | 1,077,127   | -                       | 13,032,449     |
| Capital assets, being depreciated:            |                      |             |                         |                |
| Buildings and improvements                    | 21,503,096           | 138,127     | -                       | 21,641,223     |
| Furniture and equipment                       | 5,542,562            | 494,613     | -                       | 6,037,175      |
| Computer equipment                            | 25,960,538           | 4,427,029   | (2,995,051)             | 27,392,516     |
| Total capital assets, being depreciated       | 53,006,196           | 5,059,769   | (2,995,051)             | 55,070,914     |
| Accumulated depreciation for:                 |                      |             |                         |                |
| Buildings and improvements                    | (5,295,231)          | (905,498)   | -                       | (6,200,729)    |
| Furniture and equipment                       | (3,860,177)          | (431,715)   | -                       | (4,291,892)    |
| Computer equipment                            | (16,954,593)         | (3,930,618) | 2,993,968               | (17,891,243)   |
| Total accumulated depreciation                | (26,110,001)         | (5,267,831) | 2,993,968               | (28,383,864)   |
| Total capital assets, being depreciated, net: | 26,896,195           | (208,062)   | (1,083)                 | 26,687,050     |
| Governmental activities capital assets, net:  | \$ 38,851,517        | \$ 869,065  | \$ (1,083)              | \$ 39,719,499  |

Depreciation expense of \$5,267,831 for the fiscal year ended June 30, 2021 was not allocated to the various functions because the property, plant and equipment serve all functions of the School.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 6 - CAPITAL ASSETS (continued)**

In February 2019, the School entered into various contracts for architectural and construction services to renovate the 1200 Midland Avenue building. As of June 30, 2019, bids were awarded for general construction, HVAC, electrical, plumbing, architect and engineering services. As of June 30, 2021, the project has been substantially completed, however the building wasn't placed in service and utilized until August 2021.

**NOTE 7 - NOTE RECEIVABLE**

On June 30, 2009, the School and the Lincoln Park Performing Arts Center (LPPAC) agreed to cancel a prepaid lease originally signed in May 2005. Additionally, LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 in equal installments over a period of twenty-four years through June 30, 2034. As of June 30, 2021, the balance of this note receivable is \$5,100,000.

**NOTE 8 - LINE OF CREDIT**

Effective June 30, 2020, the School has a \$20,000,000 revolving line of credit with First National Bank of Pennsylvania, which the School can borrow and repay funds on a secured basis at the 1-month LIBOR rate plus 1.50%. The agreement required that the School adhere to certain covenants and meet or exceed certain financial ratios. There was no balance outstanding as of June 30, 2021.

**NOTE 9 - NET PENSION LIABILITY**

At June 30, 2021, the School reported a liability of \$156,678,549 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2019 to June 30, 2020. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported contributions as it relates to the total one-year reported contributions. At June 30, 2021, the School's proportion was 0.3182%, which was an increase of 0.01% from its proportionate share measured as of June 30, 2020.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

For the fiscal year ended June 30, 2021, the School recognized pension expense of \$23,760,702. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

|   | <b><u>Deferred Outflows<br/>of Resources</u></b> | <b><u>Deferred Inflows<br/>of Resources</u></b> |
|---|--|---|
| Net difference between projected and actual investment earnings | \$ 6,886,000                                     | \$ -  |
| Difference between expected and actual experience               | 410,000  | 3,755,000                                       |
| Changes in proportions  | 11,943,000                                       | -   |
| Changes in assumptions  | -  | -   |
| Contributions subsequent to the measurement date                | <u>16,385,689</u>                                | <u>-</u>  |
| Total   | <u>\$ 35,624,689</u>                             | <u>\$ 3,755,000</u>                             |

The School reported \$16,385,689 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the fiscal year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

| Fiscal Year Ended June 30: |                      |
|----------------------------|----------------------|
| 2022                       | \$ 6,313,000         |
| 2023                       | 3,894,000            |
| 2024                       | 3,232,000            |
| 2025                       | 2,045,000            |
| Thereafter                 | -                    |
|                            | <u>\$ 15,484,000</u> |

**Actuarial assumptions**

The total pension liability as of the June 30, 2020, measurement date, was determined by rolling forward the System's total pension liability as of June 30, 2019 to June 30, 2020, using the following actuarial assumptions, applied to all periods included in the measurement:

- The actuarial cost method is Entry Age Normal, Level Percent of Pay.
- The Investment Rate of Return is 7.25%, including inflation of 2.75% .
- Salary growth is an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

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

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

| <u>Asset Class</u>   | <u>Target<br/>Allocation</u> | <u>Long-Term<br/>Expected Real<br/>Rate of Return</u> |
|----------------------|------------------------------|---|
| Global public equity | 15.0%                        | 5.2%  |
| Private equity       | 15.0%                        | 7.2%  |
| Fixed income         | 36.0%                        | 1.1%  |
| Commodities          | 8.0%                         | 1.8%  |
| Absolute return      | 10.0%                        | 2.5%  |
| Infrastructure/MLPs  | 6.0%                         | 5.7%  |
| Real estate          | 10.0%                        | 5.5%  |
| Risk parity          | 8.0%                         | 3.3%  |
| Cash                 | 6.0%                         | -1.0%   |
| Financing (LIBOR)    | -14.0%                       | -0.7%   |
|                      | <u>100.0%</u>                |   |

The above was PSERS' board adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020.

**Discount rate**

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

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

|   | 1% Decrease<br>6.25% | Current<br>Discount Rate<br>7.25% | 1% Increase<br>8.25% |
|---|----------------------|-----------------------------------|----------------------|
| School's proportionate share of the net pension liability | \$ 193,844,471       | \$ 156,678,549                    | \$ 125,193,820       |

Pension plan fiduciary net position

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

**NOTE 10 - NET OPEB LIABILITY**

**PSERS OPEB**

At June 30, 2021, the School reported a liability of \$6,868,856 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2020, and the total OPEB liability used to calculate the net pension liability was determined by rolling forward the System's total OPEB liability as of June 30, 2019 to June 30, 2020. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2021, the School's proportion was 0.3179%, which was an increase of 0.0097% from its proportionate share measured as of June 30, 2020.

For the fiscal year ended June 30, 2021, the School recognized OPEB expense of \$536,500. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to PSERS OPEB from the following sources:

|   | <b>Deferred Outflows<br/>of Resources</b> | <b>Deferred Inflows<br/>of Resources</b> |
|---|---|--|
| Net difference between projected and actual investment earnings | \$ 12,000                                 | \$ -                                     |
| Difference between expected and actual experience               | 63,000                                    | -  |
| Changes in proportions  | 850,000                                   | -  |
| Changes in assumptions  | 280,000                                   | 151,000                                  |
| Contributions subsequent to the measurement date                | 398,821                                   | -  |
| Total   | <u>\$ 1,603,821</u>                       | <u>\$ 151,000</u>                        |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

The School reported \$398,821 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net OPEB liability in the fiscal year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

| Fiscal Year Ended June 30: |                     |
|----------------------------|---------------------|
| 2022                       | \$ 211,000          |
| 2023                       | 209,000             |
| 2024                       | 208,000             |
| 2025                       | 240,000             |
| 2026                       | 136,000             |
| Thereafter                 | 50,000              |
|                            | <u>\$ 1,054,000</u> |

Actuarial assumptions

The total OPEB liability as of the June 30, 2020, measurement date, was determined by rolling forward the System's total OPEB liability as of June 30, 2019 to June 30, 2020, using the following actuarial assumptions, applied to all periods included in the measurement:

- The actuarial cost method is Entry Age Normal, Level percent of pay.
- The investment return is 2.66%, the S&P 20 Year Municipal Bond Rate.
- Salary growth is expected to be 5.00%, 2.25% for real wage growth and merit and seniority increases, and 2.75% expected inflation.
- Premium assistance reimbursement is capped at \$1,200 per year.
- Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
- Participation rates are assumed to be 50% for eligible retirees pre age 65, and 70% for eligible retirees post age 65.

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

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2018 determined the employer contribution rate for fiscal year 2020.
- The cost method was determined based on the amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- The asset valuation method is Market Value.
- The participation rate is assumed to be 63% of eligible retirees electing premium assistance.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

Investments consist primarily of short-term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the PSERS Board. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

| <u>Asset Class</u>     | <u>Target<br/>Allocation</u> | <u>Long-Term<br/>Expected Real<br/>Rate of Return</u> |
|------------------------|------------------------------|---|
| Cash                   | 50.3%                        | -1.0%   |
| US Core Fixed Income   | 46.5%                        | -0.1%   |
| Non-US Developed Fixed | 3.2%                         | -0.1%   |
|                        | 100.0%                       |   |

The above was PSERS' adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020.

Discount rate

The discount rate used to measure the total OPEB liability was 2.66%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 2.66% which represents the S&P 20-year Municipal Bond Rate at June 30, 2020, was applied to all projected benefit payments to measure the total OPEB liability.

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

The following presents the net OPEB liability, calculated using the discount rate of 2.66%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (1.66%) or 1-percentage point higher (3.66%) than the current rate:

|   | 1% Decrease<br>1.66% | Current<br>Discount Rate<br>2.66% | 1% Increase<br>3.66% |
|---|----------------------|-----------------------------------|----------------------|
| School's proportionate share of<br>the net OPEB liability | \$ 7,831,556         | \$ 6,868,856                      | \$ 6,071,658         |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2020, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2020, 93,693 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2020, 688 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on healthcare cost trends as depicted below.

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

|   | 1% Decrease  | Current<br>Healthcare Cost<br>Trend Rate | 1% Increase  |
|---|--------------|--|--------------|
| School's proportionate share of<br>the net OPEB liability | \$ 6,867,975 | \$ 6,868,856                             | \$ 6,869,558 |

OPEB plan fiduciary net position

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

**The School's OPEB**

General Information about the OPEB Plan

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

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

*Employees covered by benefit terms* – At June 30, 2021, the following employees were covered by the benefit terms:

- Inactive employees or beneficiaries currently receiving benefit payments – None
- Inactive employees entitled to but not yet receiving benefit payments – None
- Active employees – 681

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

Total OPEB Liability

The School's total OPEB liability of \$1,309,583 was measured as of June 30, 2021, and was determined by an actuarial valuation as of July 1, 2020.

*Actuarial assumptions and other inputs* – The total OPEB liability in the July 1, 2020 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

A. Economic

Annual Trend Rates – 5.00%

Inflation – 2.75%

Discount rate – 2.30%

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

B. Demographic Assumptions

Death – RP-2014 Mortality Table

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

Withdrawal – 175% of the rates of withdrawal used in the PSERS actuarial valuation as of June 30, 2018

Disablement – None Assumed

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

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

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

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

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

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



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

C. Annual Premium Costs and Other Assumptions

1. Methodology: Funding rates for medical coverage for the 2020/2021 Fiscal Year were provided by the School with a separate rate calculated for each type of coverage as shown below.

| Coverage Type   | Annual Rate  |
|-----------------|--------------|
| Single          | \$ 7,541.40  |
| Two Adult       | \$ 17,617.08 |
| Parent/Child    | \$ 17,617.08 |
| Parent/Children | \$ 19,564.56 |
| Family          | \$ 20,386.08 |

Benefits are self-insured. The funding rates recognize recent claims history, reinsurance premiums, administrative changes and trend adjustments to the 2020/2021 Fiscal Year. Equivalent age-adjusted costs were then developed using standard aging factors.

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

| Age | Per Person Cost |
|-----|-----------------|
| 45  | \$ 7,499.00     |
| 50  | \$ 9,142.00     |
| 55  | \$ 11,428.00    |
| 60  | \$ 13,927.00    |
| 64  | \$ 15,785.00    |

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

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

Changes in the Total OPEB liability

|  |                     |
|--|---------------------|
| Total OPEB Liability - Beginning of Period         | \$ 1,038,564        |
| Changes for the year:                              |                     |
| Service cost                                       | 51,905              |
| Benefit payments                                   | (9,751)             |
| Interest   | 29,553              |
| Changes in benefit terms                           | -                   |
| Differences between expected and actual experience | 23,847              |
| Changes in assumptions or other inputs             | <u>175,465</u>      |
| Net Change in Total OPEB Liability                 | <u>271,019</u>      |
| Total OPEB Liability - End of Period               | <u>\$ 1,309,583</u> |

*Sensitivity of the total OPEB liability to changes in the discount rate.* The following presents the total OPEB liability of the School, as well as what the School's total OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (1.3%) or 1-percentage point higher (3.3%) than the current discount rate:

|                                      | <u>1% Decrease</u> | <u>Current</u>         | <u>1% Increase</u> |
|--------------------------------------|--------------------|------------------------|--------------------|
|                                      | 1.30%              | Discount Rate<br>2.30% | 3.30%              |
| Total of the School's OPEB Liability | \$ 1,519,434       | \$ 1,309,583           | \$ 1,125,760       |

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

|                                      | <u>1.00% Decrease</u> | <u>Current</u>                | <u>1.00% Increase</u> |
|--------------------------------------|-----------------------|-------------------------------|-----------------------|
|                                      |                       | Healthcare Cost<br>Trend Rate |                       |
| Total of the School's OPEB Liability | \$ 1,068,960          | \$ 1,309,583                  | \$ 1,609,074          |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

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

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

For the year ended June 30, 2021, the School recognized OPEB expense of \$66,320. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to this OPEB plan from the following sources:

|  | <b>Deferred Outflows<br/>of Resources</b> | <b>Deferred Inflows<br/>of Resources</b> |
|--|---|--|
| Difference between expected<br>and actual experience | \$ 21,924                                 | \$ 125,283                               |
| Changes in assumptions                               | 161,315                                   | 91,461                                   |
| Total  | 183,239                                   | 216,744                                  |
| <br>PSERS OPEB - Page 50                             | <br>1,603,821                             | <br>151,000                              |
| Total OPEB   | \$ 1,787,060                              | \$ 367,744                               |

Total OPEB expense for both OPEB plans was \$602,820 for the year ended June 30, 2021.

**NOTE 11 - OPERATING LEASES - LESSEE**

The School has various operating leases for office space that expire at various dates through November 2029, with optional renewable terms. Rental expense for these leases was approximately \$1,617,000 for the year ended June 30, 2021.

Future minimum lease payments under operating leases that have remaining noncancelable terms in excess of one year as of June 30, 2021, are:

| Fiscal Year Ending June 30,     |               |
|---------------------------------|---------------|
| 2022                            | \$ 1,773,528  |
| 2023                            | 1,575,013     |
| 2024                            | 1,499,701     |
| 2025                            | 1,411,621     |
| 2026                            | 1,300,005     |
| Thereafter                      | 3,017,291     |
| Total Minimum Payments Required | \$ 10,577,159 |

**NOTE 12 - CONTINGENCIES**

*Litigation* - The School is involved in various legal proceedings, claims and litigation arising from the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position at June 30, 2021, beyond the aforementioned assignment of fund balance and recorded liability for claims and judgements.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 12 - CONTINGENCIES (continued)**

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2021.

**NOTE 13 - RISK MANAGEMENT**

As of July 1, 2008, the School has elected to self-fund the health and drug benefit program for its employees. Under the program, the School employs a third-party administrator and pays all medical claims through them. In addition, the School purchases individual and aggregate stop-loss insurance from a commercial carrier to protect it from catastrophic claims. The School retains the risk of liability for all claims under the aggregate stop-loss insurance. Settled claims have not exceeded the aggregate stop-loss insurance coverage for the past year 3 years.

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

|                                   |    |                         |
|-----------------------------------|----|-------------------------|
| Liability balance - July 1, 2021  | \$ | 954,965                 |
| Incurred claims and estimates     |    | 11,661,735              |
| Less:                             |    |                         |
| Claims paid during the period     |    | <u>(11,521,034)</u>     |
| Liability balance - June 30, 2021 | \$ | <u><u>1,095,666</u></u> |

**NOTE 14 - LONG-TERM LIABILITIES**

Long-term liability activity for the year ended June 30, 2021, was as follows:

|                              | <u>Beginning<br/>Balance</u> | <u>Increases</u>     | <u>Decreases</u>       | <u>Ending<br/>Balance</u> |
|------------------------------|------------------------------|----------------------|------------------------|---------------------------|
| Claims and Judgments Payable | \$ 114,041                   | \$ 225,959           | \$ (87,815)            | \$ 252,185                |
| Net OPEB Liability           | 7,593,491                    | 958,519              | (373,571)              | 8,178,439                 |
| Net Pension Liability        | <u>144,183,998</u>           | <u>27,370,702</u>    | <u>(14,876,151)</u>    | <u>156,678,549</u>        |
|                              | <u>\$ 151,891,530</u>        | <u>\$ 28,555,180</u> | <u>\$ (15,337,537)</u> | <u>\$ 165,109,173</u>     |

\$149,695 of the Claims and Judgments Payable noted above are considered current and due during the year ended June 30, 2021.

## **Required Supplementary Information**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Revenues, Expenditures, and Changes in Fund Balance, Budget and Actual – General Fund**  
**Fiscal Year Ended June 30, 2021**

**Required Supplementary Information**

|   | <b>Budgeted Amounts</b> |                     | <b>Actual<br/>(Budgetary Basis)</b> | <b>Variance with<br/>Final Budget</b> |
|---|-------------------------|---------------------|-------------------------------------|---------------------------------------|
|   | <b>Original</b>         | <b>Final</b>        |                                     | <b>Positive (Negative)</b>            |
| <b>REVENUES</b>                                   |                         |                     |                                     |                                       |
| Local Revenues                                    | \$ 160,766,621          | \$ 160,766,621      | \$ 183,722,556                      | \$ 22,955,935                         |
| State Program Revenues                            | 1,121,674               | 1,121,674           | 1,112,383                           | (9,291)                               |
| Federal Program Revenues                          | 5,204,394               | 5,204,394           | 5,030,619                           | (173,775)                             |
| <b>TOTAL REVENUES</b>                             | <u>167,092,689</u>      | <u>167,092,689</u>  | <u>189,865,558</u>                  | <u>22,772,869</u>                     |
| <b>EXPENDITURES</b>                               |                         |                     |                                     |                                       |
| Regular Programs                                  | 66,634,865              | 66,634,865          | 65,227,847                          | 1,407,018                             |
| Special Programs                                  | 33,493,030              | 33,493,030          | 34,934,755                          | (1,441,725)                           |
| Other Instructional Programs                      | 1,881,970               | 1,881,970           | 42,631                              | 1,839,339                             |
| Community/Junior College Ed Programs              | -                       | -                   | 14,573                              | (14,573)                              |
| Pupil Personnel Services                          | 13,348,094              | 13,348,094          | 12,728,670                          | 619,424                               |
| Instructional Staff Services                      | 5,670,822               | 5,670,822           | 4,608,555                           | 1,062,267                             |
| Administrative Services                           | 8,165,083               | 8,165,083           | 7,146,612                           | 1,018,471                             |
| Pupil Health                                      | 906,306                 | 906,306             | 844,535                             | 61,771                                |
| Business Services                                 | 7,330,910               | 7,330,910           | 6,762,931                           | 567,979                               |
| Operation & Maintenance of Plant Services         | 11,610,804              | 11,610,804          | 7,651,335                           | 3,959,469                             |
| Central & Other Support Services                  | 7,128,018               | 7,128,018           | 6,084,537                           | 1,043,481                             |
| Student Activities                                | 379,942                 | 379,942             | 98,388                              | 281,554                               |
| Community Services                                | 65,017                  | 65,017              | 90,137                              | (25,120)                              |
| Facilities Acquisition and Construction           | 6,060,000               | 6,060,000           | 1,438,479                           | 4,621,521                             |
| Debt Service                                      | 50,000                  | 50,000              | -                                   | 50,000                                |
| <b>TOTAL EXPENDITURES</b>                         | <u>162,724,861</u>      | <u>162,724,861</u>  | <u>147,673,985</u>                  | <u>15,050,876</u>                     |
| Excess (Deficiency) of Revenues Over Expenditures | 4,367,828               | 4,367,828           | 42,191,573                          | 37,823,745                            |
| <b>OTHER FINANCING SOURCES</b>                    |                         |                     |                                     |                                       |
| Proceeds from disposal of capital assets          | 50,000                  | 50,000              | 24,451                              | (25,549)                              |
| <b>TOTAL OTHER FINANCING SOURCES</b>              | <u>50,000</u>           | <u>50,000</u>       | <u>24,451</u>                       | <u>(25,549)</u>                       |
| <b>Net Change in Fund Balance</b>                 | <u>\$ 4,417,828</u>     | <u>\$ 4,417,828</u> | <u>\$ 42,216,024</u>                | <u>\$ 37,798,196</u>                  |

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Schedule of Revenues, Expenditures, and Changes in Fund Balance,**  
**Budget and Actual – General Fund**  
**Fiscal Year Ended June 30, 2021**

**Notes to the Required Supplementary Information**

**NOTE 1 - BUDGETARY INFORMATION**

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

*See independent auditor's report.*

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

**Required Supplementary Information**

|  | <u>2021</u>    | <u>2020</u>    | <u>2019</u>    | <u>2018</u>    | <u>2017</u>    |
|--|----------------|----------------|----------------|----------------|----------------|
| School's proportion of the net pension liability   | 0.3182%        | 0.3082%        | 0.2877%        | 0.2619%        | 0.2563%        |
| School's proportionate share of the net pension liability  | \$ 156,678,549 | \$ 144,183,998 | \$ 138,110,284 | \$ 129,359,826 | \$ 127,107,450 |
| School's covered payroll for the measurement date  | \$ 44,622,963  | \$ 42,510,044  | \$ 38,737,124  | \$ 34,872,228  | \$ 33,199,764  |
| School's proportionate share of the net pension liability as a percentage of its covered payroll | 351.12%        | 339.18%        | 356.53%        | 370.95%        | 382.86%        |
| Plan fiduciary net position as a percentage of the total net pension liability                   | 54.32%         | 55.66%         | 54.00%         | 51.84%         | 50.14%         |
|  | <u>2016</u>    | <u>2015</u>    | <u>2014</u>    |                |                |
| School's proportion of the net pension liability   | 0.2495%        | 0.2099%        | 0.1876%        |                |                |
| School's proportionate share of the net pension liability  | \$ 108,064,229 | \$ 83,076,691  | \$ 76,796,414  |                |                |
| School's covered payroll for the measurement date  | \$ 32,099,631  | \$ 26,783,846  | \$ 24,079,261  |                |                |
| School's proportionate share of the net pension liability as a percentage of its covered payroll | 336.65%        | 310.17%        | 318.93%        |                |                |
| Plan fiduciary net position as a percentage of the total net pension liability                   | 54.36%         | 57.24%         | 54.49%         |                |                |

This information is based off the measurement date of the Net Pension Liability of June 30, 2020 for 2021; June 30, 2019 for 2020; June 30, 2018 for 2019; June 30, 2017 for 2018; June 30, 2016 for 2017; June 30, 2015 for 2016; June 30, 2014 for 2015; and June 30, 2013 for 2014.

\* GASB 68 was implemented during the fiscal year ended June 30, 2015. Information will continued to be gathered until ten fiscal years are presented.

*See independent auditor's report.*



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

**Required Supplementary Information**

|   | <u>2021</u>         | <u>2020</u>         | <u>2019</u>         | <u>2018</u>         | <u>2017</u>         |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| Contractually required contribution                                     | \$ 16,385,689       | \$ 14,876,151       | \$ 13,834,470       | \$ 12,295,163       | \$ 10,448,648       |
| Contributions in relation to the<br>contractually required contribution | <u>(16,385,689)</u> | <u>(14,876,151)</u> | <u>(13,834,470)</u> | <u>(12,295,163)</u> | <u>(10,448,648)</u> |
| Contribution deficiency (excess)  | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         |
| School's covered payroll  | \$ 48,897,908       | \$ 44,622,963       | \$ 42,510,044       | \$ 38,737,124       | \$ 34,872,228       |
| Contributions as a percentage<br>of covered payroll                     | 33.51%              | 33.36%              | 32.60%              | 31.74%              | 29.20%              |
|   | <u>2016</u>         | <u>2015</u>         | <u>2014</u>         |                     |                     |
| Contractually required contribution                                     | \$ 8,578,819        | \$ 6,637,835        | \$ 4,534,505        |                     |                     |
| Contributions in relation to the<br>contractually required contribution | <u>(8,578,819)</u>  | <u>(6,637,835)</u>  | <u>(4,534,505)</u>  |                     |                     |
| Contribution deficiency (excess)  | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         |                     |                     |
| School's covered payroll  | \$ 33,199,764       | \$ 32,099,631       | \$ 26,783,846       |                     |                     |
| Contributions as a percentage<br>of covered payroll                     | 25.00%              | 20.50%              | 16.00%              |                     |                     |

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

*See independent auditor's report.*

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

**Required Supplementary Information**

|  | <u>2021</u>   | <u>2020</u>   | <u>2019</u>   | <u>2018</u>   | <u>2017</u>   |
|--|---------------|---------------|---------------|---------------|---------------|
| School's proportion of the net OPEB liability  | 0.3179%       | 0.3082%       | 0.2877%       | 0.2619%       | 0.2563%       |
| School's proportionate share of the net OPEB liability   | \$ 6,868,856  | \$ 6,554,927  | \$ 5,998,398  | \$ 5,336,460  | \$ 5,521,000  |
| School's covered payroll for the measurement date  | \$ 44,622,963 | \$ 42,510,044 | \$ 38,737,124 | \$ 34,872,228 | \$ 33,199,764 |
| School's proportionate share of the net OPEB liability<br>as a percentage of its covered payroll | 15.39%        | 15.42%        | 15.48%        | 15.30%        | 16.63%        |
| Plan fiduciary net position as a percentage of the<br>total net OPEB liability                   | 5.69%         | 5.56%         | 5.56%         | 5.73%         | 5.47%         |

This information is based off the measurement date of the Net Pension Liability of June 30, 2020 for 2021, June 30, 2019 for 2020, June 30, 2018 for 2019, June 30, 2017 for 2018, and June 30, 2016 for 2017.

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

*See independent auditor's report.*

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

**Required Supplementary Information**

|   | <u>2021</u>      | <u>2020</u>      | <u>2019</u>      | <u>2018</u>      | <u>2017</u>      |
|---|------------------|------------------|------------------|------------------|------------------|
| Contractually required contribution                                     | \$ 398,821       | \$ 373,571       | \$ 361,771       | \$ 322,054       | \$ 289,439       |
| Contributions in relation to the<br>contractually required contribution | <u>(398,821)</u> | <u>(373,571)</u> | <u>(361,771)</u> | <u>(322,054)</u> | <u>(289,439)</u> |
| Contribution deficiency (excess)  | <u>\$ -</u>      | <u>\$ -</u>      | <u>\$ -</u>      | <u>\$ -</u>      | <u>\$ -</u>      |
| School's covered payroll  | \$ 48,897,908    | \$ 44,622,963    | \$ 42,510,044    | \$ 38,737,124    | \$ 34,872,228    |
| Contributions as a percentage<br>of covered payroll                     | 0.82%            | 0.84%            | 0.83%            | 0.83%            | 0.83%            |

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

*See independent auditor's report.*

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

**Required Supplementary Information**

|   | <b>2021</b>   | <b>2020</b>   | <b>2019</b>   | <b>2018</b>   | <b>2017</b>   |
|---|---------------|---------------|---------------|---------------|---------------|
| Total OPEB Liability - Beginning of Period                      | \$ 1,038,564  | \$ 969,345    | \$ 1,226,711  | \$ 1,108,560  | \$ 995,518    |
| Changes for the year:   |               |               |               |               |               |
| Service cost  | 51,905        | 47,235        | 45,971        | 83,228        | 81,000        |
| Benefit payments  | (9,751)       | (13,364)      | (16,797)      | -             | -             |
| Interest  | 29,553        | 35,348        | 33,066        | 34,923        | 32,042        |
| Changes in benefit terms  | -             | -             | -             | -             | -             |
| Differences between expected and actual experience              | 23,847        | -             | (162,495)     | -             | -             |
| Changes in assumptions or other inputs                          | 175,465       | -             | (157,111)     | -             | -             |
| Net Change in Total OPEB Liability                              | 271,019       | 69,219        | (257,366)     | 118,151       | 113,042       |
| Total OPEB Liability - End of Period                            | \$ 1,309,583  | \$ 1,038,564  | \$ 969,345    | \$ 1,226,711  | \$ 1,108,560  |
| <br>  |               |               |               |               |               |
| School's covered-employee payroll<br>for the measurement date   | \$ 48,897,908 | \$ 44,622,963 | \$ 42,510,044 | \$ 38,737,124 | \$ 34,872,228 |
| <br>  |               |               |               |               |               |
| Percentage of the OPEB liability to<br>covered-employee payroll | 2.68%         | 2.33%         | 2.28%         | 3.17%         | 3.18%         |

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

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

*See independent auditor's report.*

# **STATISTICAL SECTION**

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

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

### **Sections**

#### **Financial Trends**

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

#### **Revenue Capacity**

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

#### **Debt Capacity**

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

#### **Demographic and Economic Information**

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

#### **Operating Information**

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

## **Financial Trends**

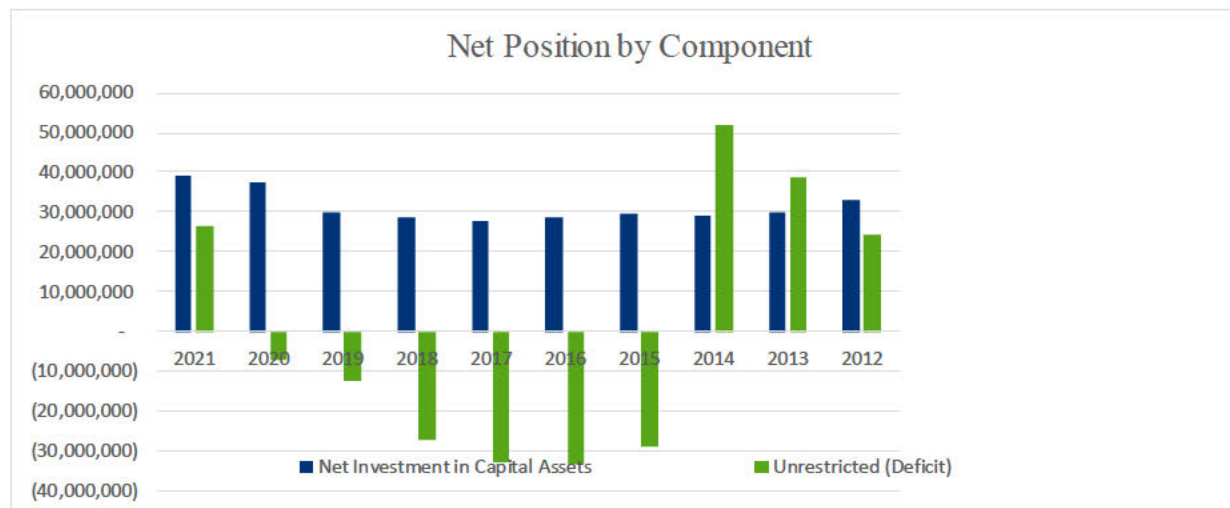
**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Net Position by Component**  
**Last Ten Fiscal Years**  
*(Accrual Basis of Accounting)*

|   | Fiscal Year           |                      |                      |                      |                       |
|---|-----------------------|----------------------|----------------------|----------------------|-----------------------|
|   | 2021                  | 2020                 | 2019                 | 2018                 | 2017                  |
| Governmental Activities                           |                       |                      |                      |                      |                       |
| Net Investment in Capital Assets                  | \$ 39,134,687         | \$ 37,263,451        | \$ 30,087,921        | \$ 28,516,362        | \$ 27,710,828         |
| Unrestricted (Deficit)                            | 26,281,473            | (7,279,774)          | (12,282,332)         | (27,183,179)         | (32,770,103)          |
| <b>Total Governmental Activities Net Position</b> | <b>\$ 65,416,160</b>  | <b>\$ 29,983,677</b> | <b>\$ 17,805,589</b> | <b>\$ 1,333,183</b>  | <b>\$ (5,059,275)</b> |
|   | 2016                  | 2015                 | 2014                 | 2013                 | 2012                  |
| Governmental Activities                           |                       |                      |                      |                      |                       |
| Net Investment in Capital Assets                  | \$ 28,556,543         | \$ 29,323,790        | \$ 29,049,581        | \$ 30,015,368        | \$ 32,892,292         |
| Unrestricted (Deficit)                            | (33,228,542)          | (29,053,361)         | 51,861,624           | 38,770,692           | 24,475,895            |
| <b>Total Governmental Activities Net Position</b> | <b>\$ (4,671,999)</b> | <b>\$ 270,429</b>    | <b>\$ 80,911,205</b> | <b>\$ 68,786,060</b> | <b>\$ 57,368,187</b>  |

Notes:

(1) Includes all funds (GAAP Basis)

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





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

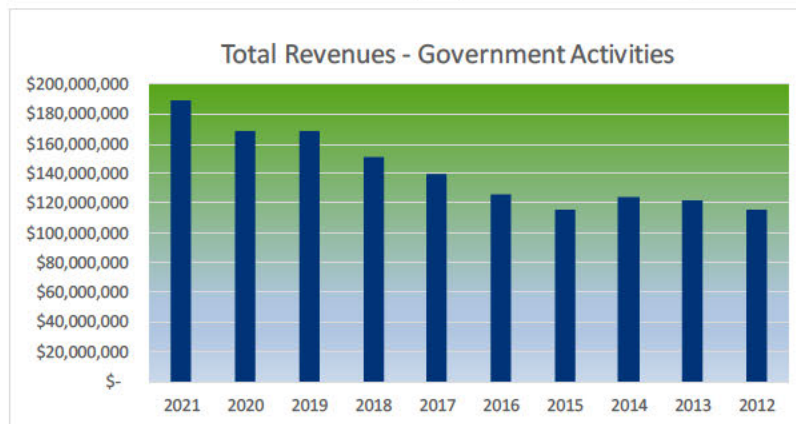
|  | <u>2021</u>          | <u>2020</u>          | <u>2019</u>          | <u>2018</u>          | <u>2017</u>        |
|--|----------------------|----------------------|----------------------|----------------------|--------------------|
| Revenues   |                      |                      |                      |                      |                    |
| Program Revenues:                                |                      |                      |                      |                      |                    |
| Operating grants and contributions               | \$ 8,021,669         | \$ 6,798,052         | \$ 6,396,567         | \$ 5,950,452         | \$ 5,285,176       |
| General Revenues:                                |                      |                      |                      |                      |                    |
| Payments from local educational agencies         | 180,537,690          | 159,685,518          | 160,727,395          | 144,183,471          | 134,280,454        |
| Grants, subsidies & contributions not restricted | -                    | -                    | -                    | -                    | -                  |
| Investment earnings                              | 298,740              | 1,576,363            | 1,021,210            | 322,249              | 114,756            |
| Gain/(loss) on disposal/sale of capital assets   | 23,368               | 22,402               | 13,539               | (68,118)             | (38,820)           |
| Miscellaneous Income                             | 667,460              | 168,343              | 137,870              | 66,748               | 338,807            |
| <b>Total Revenue - Governmental Activities</b>   | <u>189,548,927</u>   | <u>168,250,678</u>   | <u>168,296,581</u>   | <u>150,454,802</u>   | <u>139,980,373</u> |
| Expenses   |                      |                      |                      |                      |                    |
| Instructional Services                           | 101,414,282          | 103,358,698          | 101,140,809          | 92,165,915           | 87,770,403         |
| Support Services                                 | 47,245,806           | 46,734,285           | 45,427,340           | 41,203,436           | 46,984,348         |
| Non-Instructional Services                       | 5,456,356            | 5,979,607            | 5,256,026            | 5,461,432            | 5,258,196          |
| <b>Total Expenses - Governmental Activities</b>  | <u>154,116,444</u>   | <u>156,072,590</u>   | <u>151,824,175</u>   | <u>138,830,783</u>   | <u>140,012,947</u> |
| <b>Change in Net Position</b>                    | <u>\$ 35,432,483</u> | <u>\$ 12,178,088</u> | <u>\$ 16,472,406</u> | <u>\$ 11,624,019</u> | <u>\$ (32,574)</u> |

(continued)

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

*(continued)*

|  | <u>2016</u>           | <u>2015</u>           | <u>2014</u>          | <u>2013</u>          | <u>2012</u>         |
|--|-----------------------|-----------------------|----------------------|----------------------|---------------------|
| Revenues   |                       |                       |                      |                      |                     |
| Program Revenues:                                |                       |                       |                      |                      |                     |
| Operating grants and contributions               | \$ 4,721,542          | \$ 4,773,044          | \$ 7,200,696         | \$ 6,237,629         | \$ 5,593,995        |
| General Revenues:                                |                       |                       |                      |                      |                     |
| Payments from local educational agencies         | 122,058,569           | 111,244,689           | 116,662,399          | 113,404,383          | 109,448,196         |
| Grants, subsidies & contributions not restricted | -                     | -                     | 280,717              | 2,267,129            | -                   |
| Investment earnings                              | 4,770                 | 2,385                 | 2,003                | 1,481                | 3,920               |
| Gain/(loss) on disposal/sale of capital assets   | (427,617)             | (135,049)             | (342,119)            | (8,754)              | (177,563)           |
| Miscellaneous Income                             | 107,224               | 89,894                | 86,886               | 78,828               | 639,330             |
| <b>Total Revenue - Governmental Activities</b>   | <u>126,464,488</u>    | <u>115,974,963</u>    | <u>123,890,582</u>   | <u>121,980,696</u>   | <u>115,507,878</u>  |
| Expenses   |                       |                       |                      |                      |                     |
| Instructional Services                           | 83,306,111            | 76,714,190            | 71,132,686           | 69,154,302           | 70,160,962          |
| Support Services                                 | 43,097,018            | 42,568,031            | 34,912,231           | 35,065,503           | 34,289,856          |
| Non-Instructional Services                       | 5,003,787             | 5,053,723             | 5,720,520            | 6,343,018            | 5,552,558           |
| <b>Total Expenses - Governmental Activities</b>  | <u>131,406,916</u>    | <u>124,335,944</u>    | <u>111,765,437</u>   | <u>110,562,823</u>   | <u>110,003,376</u>  |
| <b>Change in Net Position</b>                    | <u>\$ (4,942,428)</u> | <u>\$ (8,360,981)</u> | <u>\$ 12,125,145</u> | <u>\$ 11,417,873</u> | <u>\$ 5,504,502</u> |



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

| General Fund |              |            |               |              |               |                |
|--------------|--------------|------------|---------------|--------------|---------------|----------------|
| Fiscal Year  | Nonspendable | Restricted | Committed     | Assigned     | Unassigned    | Total          |
| 2021         | \$ 308,200   | \$ -       | \$ 84,598,030 | \$ 1,562,169 | \$ 63,308,395 | \$ 149,776,794 |
| 2020         | 796,240      | -          | 70,917,787    | 3,362,824    | 32,483,919    | 107,560,770    |
| 2019         | 1,037,653    | -          | 71,412,727    | 5,556,505    | 13,768,846    | 91,775,731     |
| 2018         | 1,575,751    | -          | 37,825,382    | 6,528,300    | 21,282,733    | 67,212,166     |
| 2017         | 669,096      | -          | 36,108,829    | 1,455,045    | 10,875,350    | 49,108,320     |
| 2016         | 447,786      | -          | 34,088,700    | 100,172      | 4,802,058     | 39,438,716     |
| 2015         | 746,256      | -          | 26,751,649    | 2,771,402    | 6,935,949     | 37,205,256     |
| 2014         | 5,005,282    | -          | 19,465,002    | 10,609,017   | 7,992,510     | 43,071,811     |
| 2013         | 92,356       | -          | 13,837,259    | 8,580,348    | 7,362,611     | 29,872,574     |
| 2012         | 110,778      | -          | -             | 10,523,612   | 3,549,394     | 14,183,784     |

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

|                                      | <u>2021</u>          | <u>2020</u>          | <u>2019</u>          | <u>2018</u>          | <u>2017</u>         |
|--------------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| Revenues                             |                      |                      |                      |                      |                     |
| Local Sources                        | \$ 183,722,556       | \$ 163,185,634       | \$ 163,983,924       | \$ 146,565,449       | \$ 136,627,075      |
| States Sources                       | 1,112,383            | 1,124,740            | 1,119,188            | 1,116,783            | 1,108,168           |
| Federal Sources                      | 5,030,619            | 3,917,902            | 3,519,929            | 3,180,689            | 2,623,951           |
| <b>Total Revenues</b>                | <u>189,865,558</u>   | <u>168,228,276</u>   | <u>168,623,041</u>   | <u>150,862,921</u>   | <u>140,359,194</u>  |
| Expenditures                         |                      |                      |                      |                      |                     |
| Instruction                          | 100,219,806          | 98,853,481           | 98,906,157           | 92,128,042           | 86,591,799          |
| Support Services                     | 45,827,175           | 45,468,195           | 42,154,068           | 40,165,289           | 44,695,099          |
| Non-Instructional Services           | 188,525              | 413,609              | 402,080              | 347,677              | 278,137             |
| Miscellaneous                        | -                    | -                    | -                    | -                    | -                   |
| Capital Outlay                       | 1,438,479            | 7,730,877            | 2,620,561            | 141,922              | 53,928              |
| Debt Service                         | -                    | -                    | -                    | -                    | -                   |
| <b>Total Expenditures</b>            | <u>147,673,985</u>   | <u>152,466,162</u>   | <u>144,082,866</u>   | <u>132,782,930</u>   | <u>131,618,963</u>  |
| Other Financing Sources              |                      |                      |                      |                      |                     |
| Proceeds of Extended Term Financing  | -                    | -                    | -                    | -                    | -                   |
| Sale of Capital Assets               | 24,451               | 22,925               | 23,390               | 23,855               | 29,373              |
| <b>Total Other Financing Sources</b> | <u>24,451</u>        | <u>22,925</u>        | <u>23,390</u>        | <u>23,855</u>        | <u>29,373</u>       |
| <b>Net Change in Fund Balance</b>    | <u>\$ 42,216,024</u> | <u>\$ 15,785,039</u> | <u>\$ 24,563,565</u> | <u>\$ 18,103,846</u> | <u>\$ 8,769,604</u> |

*(continued)*

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

*(continued)*

|                                      | <u>2016</u>         | <u>2015</u>           | <u>2014</u>          | <u>2013</u>          | <u>2012</u>        |
|--------------------------------------|---------------------|-----------------------|----------------------|----------------------|--------------------|
| Revenues                             |                     |                       |                      |                      |                    |
| Local Sources                        | \$ 123,950,552      | \$ 113,150,202        | \$ 118,623,519       | \$ 117,352,869       | \$ 111,599,141     |
| States Sources                       | 1,107,131           | 1,164,081             | 3,812,352            | 2,542,145            | 1,878,478          |
| Federal Sources                      | 2,174,421           | 2,135,730             | 2,136,830            | 2,434,436            | 2,547,823          |
| <b>Total Revenues</b>                | <u>127,232,104</u>  | <u>116,450,013</u>    | <u>124,572,701</u>   | <u>122,329,450</u>   | <u>116,025,442</u> |
| Expenditures                         |                     |                       |                      |                      |                    |
| Instruction                          | 82,739,667          | 78,615,465            | 74,914,906           | 71,838,049           | 74,206,881         |
| Support Services                     | 41,165,031          | 42,531,721            | 36,246,568           | 34,609,161           | 36,216,215         |
| Non-Instructional Services           | 195,943             | 175,919               | 130,395              | 132,870              | 86,416             |
| Miscellaneous                        | -                   | -                     | 40,991               | 20,540               | 84,709             |
| Capital Outlay                       | 8,728               | 1,015,710             | 228,127              | 7,804                | 5,151,360          |
| Debt Service                         | -                   | -                     | 8,461                | 2,052,670            | 137,805            |
| <b>Total Expenditures</b>            | <u>124,109,369</u>  | <u>122,338,815</u>    | <u>111,569,448</u>   | <u>108,661,094</u>   | <u>115,883,386</u> |
| Other Financing Sources              |                     |                       |                      |                      |                    |
| Proceeds of Extended Term Financing  | -                   | -                     | -                    | 2,000,000            | -                  |
| Sale of Capital Assets               | 10,469              | 22,503                | 195,984              | 20,434               | 21,792             |
| <b>Total Other Financing Sources</b> | <u>10,469</u>       | <u>22,503</u>         | <u>195,984</u>       | <u>2,020,434</u>     | <u>21,792</u>      |
| <b>Net Change in Fund Balance</b>    | <u>\$ 3,133,204</u> | <u>\$ (5,866,299)</u> | <u>\$ 13,199,237</u> | <u>\$ 15,688,790</u> | <u>\$ 163,848</u>  |

## **Demographic and Economic Information**

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

| Calendar<br>Year | Population | Personal Income<br>(Expressed In<br>Thousands) |            | Per Capita<br>Income |            | Unemployment<br>Rate |
|------------------|------------|--|------------|----------------------|------------|----------------------|
|                  |            | Employed                                       | Unemployed | Employed             | Unemployed |                      |
| 2020             | 12,783,254 | \$ 788,725,185                                 | \$ 61,700  | 5,808,000            | 580,000    | 9.1%                 |
| 2019             | 12,801,989 | 742,924,296                                    | 58,032     | 6,208,000            | 284,000    | 4.4%                 |
| 2018             | 12,800,922 | 717,255,286                                    | 56,032     | 6,151,000            | 273,000    | 4.2%                 |
| 2017             | 12,787,641 | 681,658,520                                    | 53,306     | 6,113,000            | 313,000    | 4.9%                 |
| 2016             | 12,782,275 | 662,352,876                                    | 51,818     | 6,102,000            | 347,000    | 5.4%                 |
| 2015             | 12,784,826 | 644,445,802                                    | 50,407     | 6,074,000            | 339,000    | 5.3%                 |
| 2014             | 12,788,313 | 619,387,125                                    | 48,434     | 6,018,000            | 374,000    | 5.9%                 |
| 2013             | 12,776,309 | 592,972,739                                    | 46,412     | 5,968,000            | 475,000    | 7.4%                 |
| 2012             | 12,767,118 | 587,521,891                                    | 46,018     | 5,957,000            | 506,000    | 7.8%                 |
| 2011             | 12,745,815 | 563,434,875                                    | 44,205     | 5,889,000            | 507,000    | 7.9%                 |

**Sources:** Personal income is provided by the Bureau of Economic Analysis, U.S. Department of Commerce ([www.bea.gov/index.htm](http://www.bea.gov/index.htm)) through estimates released September 2021.

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

Employment data was obtained from the PA Dept. of Labor and Industry at:  
<https://paworkstats.geosolinc.com/vosnet/analyzer/results.aspx?enc=HofiwY22SoLTS/uC+bpmi7ntbB42L7XyypLjx+HEeK0=>

**Notes:**

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

(2) Personal income data is provided as of the midyear.

(3) Information is for the Commonwealth of Pennsylvania.

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

| Industry                                      | 2020           |                    |                           | 2011           |                    |                           |
|---|----------------|--------------------|---------------------------|----------------|--------------------|---------------------------|
|   | Establishments | Average Employment | Total Wage                | Establishments | Average Employment | Total Wage                |
| Accommodation and Food Services               | 28,299         | 357,118            | \$ 7,046,474,825          | 26,693         | 419,193            | \$ 6,498,596,076          |
| Administrative and Waste Services             | 18,475         | 286,444            | 12,065,624,690            | 16,459         | 287,545            | 9,041,430,947             |
| Agriculture, Forestry, Fishing & Hunting      | 2,408          | 25,441             | 979,473,209               | 1,873          | 23,049             | 668,594,193               |
| Arts, Entertainment, and Recreation           | 5,441          | 69,616             | 2,799,557,688             | 4,678          | 94,813             | 2,805,721,936             |
| Construction                                  | 29,533         | 249,632            | 17,492,886,296            | 28,276         | 231,498            | 12,559,003,013            |
| Educational Services                          | 9,111          | 463,106            | 28,811,917,878            | 8,676          | 505,672            | 24,321,020,274            |
| Finance and Insurance                         | 18,545         | 266,895            | 27,647,251,779            | 18,443         | 254,016            | 18,967,539,704            |
| Health Care and Social Assistance             | 53,457         | 1,050,527          | 58,801,794,940            | 57,165         | 949,147            | 41,456,248,630            |
| Information                                   | 5,982          | 86,364             | 9,077,439,936             | 4,738          | 94,553             | 6,131,384,273             |
| Management of Companies and Enterprises       | 5,047          | 126,974            | 17,726,505,118            | 2,734          | 123,147            | 13,169,251,894            |
| Manufacturing                                 | 14,378         | 538,188            | 36,040,909,213            | 14,772         | 565,406            | 31,242,396,737            |
| Mining, Quarrying, and Oil and Gas Extraction | 1,232          | 22,505             | 1,988,746,219             | 1,323          | 32,538             | 2,373,903,987             |
| Other Services, Ex. Public Admin              | 33,687         | 171,263            | 6,762,372,137             | 31,103         | 187,052            | 5,281,536,647             |
| Professional and Technical Services           | 42,948         | 361,637            | 37,520,689,946            | 35,328         | 314,097            | 24,725,027,810            |
| Public Administration                         | 5,130          | 234,354            | 15,487,408,916            | 4,924          | 245,692            | 12,897,272,147            |
| Real Estate and Rental and Leasing            | 11,221         | 61,911             | 4,217,282,052             | 9,364          | 58,365             | 2,838,048,260             |
| Retail Trade                                  | 40,474         | 569,847            | 18,897,433,042            | 42,320         | 633,755            | 16,057,187,460            |
| Transportation and Warehousing                | 11,852         | 309,513            | 16,266,219,719            | 10,382         | 255,139            | 10,897,541,534            |
| Utilities                                     | 1,393          | 34,019             | 3,474,607,571             | 1,285          | 32,471             | 2,743,427,574             |
| Wholesale Trade                               | 22,947         | 204,302            | 17,643,937,860            | 24,742         | 228,099            | 15,674,237,081            |
| <b>Total - All Industries</b>                 | <b>361,560</b> | <b>5,489,656</b>   | <b>\$ 340,748,533,034</b> | <b>345,278</b> | <b>5,535,247</b>   | <b>\$ 260,349,370,177</b> |

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



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

| <u>Employer</u>                  | <u>2021<br/>Rank</u> | <u>2012<br/>Rank</u> |
|----------------------------------|----------------------|----------------------|
| Wal-Mart Associates Inc.         | 1                    | 1                    |
| Trustees of the University of PA | 2                    | 3                    |
| City of Philadelphia             | 3                    | 2                    |
| Giant Food Stores LLC            | 4                    | 6                    |
| Pennsylvania State University    | 5                    | 4                    |
| United Parcel Services Inc.      | 6                    | 10                   |
| School District of Philadelphia  | 7                    | 5                    |
| UPMC Presbyterian Shadyside      | 8                    | 7                    |
| Amazon.com Services Inc.         | 9                    | -                    |
| PNC Bank NA                      | 10                   | 9                    |
| University of Pittsburgh         | N/A                  | 8                    |

**Source:** Pennsylvania Department of Labor and Industry.

The Department is not able to provide the number of employees due to confidentiality restrictions.

## **Operating Information**

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

|                            | <u>2021</u> | <u>2020</u> | <u>2019</u> | <u>2018</u> | <u>2017</u> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Function</b>            |             |             |             |             |             |
| Teacher/Instructor         | 483         | 476         | 469         | 437         | 416         |
| Student Support            | 132         | 129         | 126         | 124         | 123         |
| Academic Staff Support     | 52          | 47          | 54          | 55          | 54          |
| Academic Leadership        | 17          | 19          | 19          | 20          | 21          |
| Non-Academic Staff Support | 46          | 41          | 37          | 38          | 32          |
| Executive                  | 6           | 6           | 6           | 6           | 6           |
| <b>Total</b>               | <u>736</u>  | <u>718</u>  | <u>711</u>  | <u>680</u>  | <u>652</u>  |
|                            |             |             |             |             |             |
|                            | <u>2016</u> | <u>2015</u> | <u>2014</u> | <u>2013</u> | <u>2012</u> |
| <b>Function</b>            |             |             |             |             |             |
| Teacher/Instructor         | 386         | 409         | 338         | 338         | 364         |
| Student Support            | 125         | 134         | 131         | 131         | 95          |
| Academic Staff Support     | 54          | 67          | 60          | 60          | 41          |
| Academic Leadership        | 21          | 21          | 20          | 20          | 18          |
| Non-Academic Staff Support | 29          | 29          | 24          | 24          | 23          |
| Executive                  | 6           | 7           | 6           | 6           | 11          |
| <b>Total</b>               | <u>621</u>  | <u>667</u>  | <u>579</u>  | <u>579</u>  | <u>552</u>  |

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

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

| <u>Fiscal Year</u> | <u>Minimum<br/>Salary</u> | <u>Maximum<br/>Salary</u> | <u>Average<br/>Salary</u> |
|--------------------|---------------------------|---------------------------|---------------------------|
| 2021               | \$ 45,500                 | \$ 86,870                 | \$ 63,674                 |
| 2020               | 44,500                    | 84,800                    | 60,339                    |
| 2019               | 44,000                    | 82,730                    | 57,016                    |
| 2018               | 42,000                    | 83,522                    | 56,150                    |
| 2017               | 40,000                    | 79,584                    | 54,125                    |
| 2016               | 40,300                    | 75,501                    | 52,525                    |
| 2015               | 34,000                    | 73,349                    | 47,442                    |
| 2014               | 37,286                    | 73,349                    | 49,442                    |
| 2013               | 24,750                    | 68,310                    | 42,447                    |
| 2012               | 23,750                    | 78,414                    | 40,816                    |

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

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

| <u>Fiscal Year</u> | <u>FTE Enrollment</u> | <u>Governmental Activities Expenses</u> | <u>Cost per Pupil</u> | <u>Percentage Change</u> | <u>Teaching Staff</u> | <u>Pupil/Teacher Ratio</u> |
|--------------------|-----------------------|---|-----------------------|--------------------------|-----------------------|----------------------------|
| 2021               | 11,466                | \$ 154,116,444                          | \$ 13,441.17          | -9.40%                   | 483                   | 24:1                       |
| 2020               | 10,520                | 156,072,590                             | 14,835.80             | 3.55%                    | 476                   | 22:1                       |
| 2019               | 10,597                | 151,824,175                             | 14,327.09             | 7.46%                    | 469                   | 23:1                       |
| 2018               | 10,413                | 138,830,783                             | 13,332.45             | -2.16%                   | 437                   | 24:1                       |
| 2017               | 10,275                | 140,012,947                             | 13,626.56             | 2.71%                    | 416                   | 25:1                       |
| 2016               | 9,905                 | 131,406,916                             | 13,266.73             | 2.50%                    | 386                   | 26:1                       |
| 2015               | 9,606                 | 124,335,944                             | 12,943.57             | 24.80%                   | 409                   | 23:1                       |
| 2014               | 10,776                | 111,765,437                             | 10,371.70             | 2.58%                    | 338                   | 32:1                       |
| 2013               | 10,935                | 110,562,823                             | 10,110.91             | 0.00%                    | 338                   | 32:1                       |
| 2012               | 10,880                | 110,003,376                             | 10,110.60             | -0.77%                   | 364                   | 30:1                       |

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

**Notes:**

(1) Includes all funds. (GAAP Basis)

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

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

| County          | 2021         |                       | 2020         |                       | 2019         |                       | 2018         |                       | 2017         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Adams           | 106          | 0.75%                 | 105          | 0.77%                 | 115          | 0.78%                 | 123          | 0.84%                 | 122          | 0.85%                 |
| Allegheny       | 1,652        | 11.76%                | 1,611        | 11.75%                | 1,691        | 11.49%                | 1,892        | 12.89%                | 1,910        | 13.29%                |
| Armstrong       | 163          | 1.16%                 | 119          | 0.87%                 | 110          | 0.75%                 | 105          | 0.72%                 | 106          | 0.74%                 |
| Beaver          | 640          | 4.56%                 | 541          | 3.95%                 | 613          | 4.17%                 | 597          | 4.07%                 | 565          | 3.93%                 |
| Bedford         | 32           | 0.23%                 | 25           | 0.18%                 | 38           | 0.26%                 | 27           | 0.18%                 | 35           | 0.24%                 |
| Berks           | 239          | 1.70%                 | 226          | 1.65%                 | 279          | 1.90%                 | 278          | 1.89%                 | 287          | 2.00%                 |
| Blair           | 140          | 1.00%                 | 123          | 0.90%                 | 130          | 0.88%                 | 143          | 0.97%                 | 129          | 0.90%                 |
| Bradford        | 39           | 0.28%                 | 52           | 0.38%                 | 56           | 0.38%                 | 56           | 0.38%                 | 64           | 0.45%                 |
| Bucks           | 196          | 1.40%                 | 210          | 1.53%                 | 260          | 1.77%                 | 260          | 1.77%                 | 252          | 1.75%                 |
| Butler          | 511          | 3.64%                 | 472          | 3.44%                 | 482          | 3.28%                 | 453          | 3.09%                 | 453          | 3.15%                 |
| Cambria         | 151          | 1.07%                 | 114          | 0.83%                 | 146          | 0.99%                 | 143          | 0.97%                 | 117          | 0.81%                 |
| Cameron         | 4            | 0.03%                 | 3            | 0.02%                 | 5            | 0.03%                 | 8            | 0.05%                 | 12           | 0.08%                 |
| Carbon          | 71           | 0.51%                 | 61           | 0.45%                 | 67           | 0.46%                 | 61           | 0.42%                 | 60           | 0.42%                 |
| Centre          | 102          | 0.73%                 | 112          | 0.82%                 | 120          | 0.82%                 | 106          | 0.72%                 | 91           | 0.63%                 |
| Chester         | 90           | 0.64%                 | 56           | 0.41%                 | 73           | 0.50%                 | 83           | 0.57%                 | 101          | 0.70%                 |
| Clarion         | 88           | 0.63%                 | 84           | 0.61%                 | 105          | 0.71%                 | 100          | 0.68%                 | 90           | 0.63%                 |
| Clearfield      | 123          | 0.88%                 | 111          | 0.81%                 | 107          | 0.73%                 | 100          | 0.68%                 | 91           | 0.63%                 |
| Clinton         | 58           | 0.41%                 | 61           | 0.45%                 | 63           | 0.43%                 | 54           | 0.37%                 | 40           | 0.28%                 |
| Columbia        | 56           | 0.40%                 | 65           | 0.47%                 | 63           | 0.43%                 | 62           | 0.42%                 | 56           | 0.39%                 |
| Crawford        | 242          | 1.72%                 | 251          | 1.83%                 | 271          | 1.84%                 | 294          | 2.00%                 | 299          | 2.08%                 |
| Cumberland      | 259          | 1.84%                 | 236          | 1.72%                 | 244          | 1.66%                 | 291          | 1.98%                 | 295          | 2.05%                 |
| Dauphin         | 495          | 3.52%                 | 489          | 3.57%                 | 524          | 3.56%                 | 476          | 3.24%                 | 474          | 3.30%                 |
| Delaware        | 358          | 2.55%                 | 395          | 2.88%                 | 452          | 3.07%                 | 422          | 2.88%                 | 412          | 2.87%                 |
| Elk             | 12           | 0.09%                 | 23           | 0.17%                 | 8            | 0.05%                 | 6            | 0.04%                 | 9            | 0.06%                 |
| Erie            | 792          | 5.64%                 | 781          | 5.70%                 | 869          | 5.91%                 | 919          | 6.26%                 | 838          | 5.83%                 |
| Fayette         | 461          | 3.28%                 | 429          | 3.13%                 | 447          | 3.04%                 | 444          | 3.03%                 | 448          | 3.12%                 |
| Forest          | 5            | 0.04%                 | 4            | 0.03%                 | 9            | 0.06%                 | 5            | 0.03%                 | 5            | 0.03%                 |
| Franklin        | 124          | 0.88%                 | 109          | 0.80%                 | 133          | 0.90%                 | 146          | 0.99%                 | 132          | 0.92%                 |
| Fulton          | 8            | 0.06%                 | 10           | 0.07%                 | 16           | 0.11%                 | 13           | 0.09%                 | 10           | 0.07%                 |
| Greene          | 88           | 0.63%                 | 101          | 0.74%                 | 101          | 0.69%                 | 86           | 0.59%                 | 74           | 0.51%                 |
| <b>Subtotal</b> | <b>7,305</b> | <b>52.00%</b>         | <b>6,979</b> | <b>50.92%</b>         | <b>7,597</b> | <b>51.62%</b>         | <b>7,753</b> | <b>52.83%</b>         | <b>7,577</b> | <b>52.71%</b>         |

(continued)

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

(continued)

| County          | 2021         |                       | 2020         |                       | 2019         |                       | 2018         |                       | 2017         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Huntingdon      | 35           | 0.25%                 | 39           | 0.28%                 | 39           | 0.27%                 | 43           | 0.29%                 | 52           | 0.36%                 |
| Indiana         | 142          | 1.01%                 | 144          | 1.05%                 | 135          | 0.92%                 | 141          | 0.96%                 | 152          | 1.06%                 |
| Jefferson       | 97           | 0.69%                 | 66           | 0.48%                 | 88           | 0.60%                 | 76           | 0.52%                 | 79           | 0.55%                 |
| Juniata         | 13           | 0.09%                 | 16           | 0.12%                 | 30           | 0.20%                 | 29           | 0.20%                 | 18           | 0.13%                 |
| Lackawanna      | 92           | 0.65%                 | 73           | 0.53%                 | 72           | 0.49%                 | 67           | 0.46%                 | 71           | 0.49%                 |
| Lancaster       | 367          | 2.61%                 | 390          | 2.85%                 | 383          | 2.60%                 | 382          | 2.60%                 | 443          | 3.08%                 |
| Lawrence        | 204          | 1.45%                 | 190          | 1.39%                 | 185          | 1.26%                 | 171          | 1.17%                 | 174          | 1.21%                 |
| Lebanon         | 143          | 1.02%                 | 145          | 1.06%                 | 163          | 1.11%                 | 124          | 0.85%                 | 120          | 0.83%                 |
| Lehigh          | 325          | 2.31%                 | 358          | 2.61%                 | 374          | 2.54%                 | 353          | 2.41%                 | 337          | 2.34%                 |
| Luzerne         | 474          | 3.37%                 | 416          | 3.04%                 | 354          | 2.41%                 | 299          | 2.04%                 | 282          | 1.96%                 |
| Lycoming        | 161          | 1.15%                 | 139          | 1.01%                 | 185          | 1.26%                 | 205          | 1.40%                 | 196          | 1.36%                 |
| McKean          | 37           | 0.26%                 | 33           | 0.24%                 | 35           | 0.24%                 | 30           | 0.20%                 | 16           | 0.11%                 |
| Mercer          | 153          | 1.09%                 | 185          | 1.35%                 | 188          | 1.28%                 | 183          | 1.25%                 | 172          | 1.20%                 |
| Mifflin         | 37           | 0.26%                 | 20           | 0.15%                 | 34           | 0.23%                 | 27           | 0.18%                 | 33           | 0.23%                 |
| Monroe          | 221          | 1.57%                 | 208          | 1.52%                 | 233          | 1.58%                 | 248          | 1.69%                 | 266          | 1.85%                 |
| Montgomery      | 194          | 1.38%                 | 191          | 1.39%                 | 200          | 1.36%                 | 236          | 1.61%                 | 206          | 1.43%                 |
| Montour         | 11           | 0.08%                 | 10           | 0.07%                 | 14           | 0.10%                 | 15           | 0.10%                 | 10           | 0.07%                 |
| Northampton     | 315          | 2.24%                 | 330          | 2.41%                 | 359          | 2.44%                 | 323          | 2.20%                 | 287          | 2.00%                 |
| Northumberland  | 128          | 0.91%                 | 152          | 1.11%                 | 155          | 1.05%                 | 153          | 1.04%                 | 167          | 1.16%                 |
| Perry           | 73           | 0.52%                 | 78           | 0.57%                 | 104          | 0.71%                 | 93           | 0.63%                 | 118          | 0.82%                 |
| Philadelphia    | 859          | 6.11%                 | 871          | 6.36%                 | 876          | 5.95%                 | 826          | 5.63%                 | 774          | 5.38%                 |
| Pike            | 43           | 0.31%                 | 37           | 0.27%                 | 46           | 0.31%                 | 43           | 0.29%                 | 39           | 0.27%                 |
| Potter          | 3            | 0.02%                 | 4            | 0.03%                 | 5            | 0.03%                 | 9            | 0.06%                 | 11           | 0.08%                 |
| Schuylkill      | 122          | 0.87%                 | 105          | 0.77%                 | 121          | 0.82%                 | 106          | 0.72%                 | 89           | 0.62%                 |
| Snyder          | 57           | 0.41%                 | 60           | 0.44%                 | 55           | 0.37%                 | 57           | 0.39%                 | 47           | 0.33%                 |
| Somerset        | 117          | 0.83%                 | 125          | 0.91%                 | 129          | 0.88%                 | 144          | 0.98%                 | 181          | 1.26%                 |
| Sullivan        | 8            | 0.06%                 | 11           | 0.08%                 | 9            | 0.06%                 | 13           | 0.09%                 | 10           | 0.07%                 |
| Susquehanna     | 38           | 0.27%                 | 37           | 0.27%                 | 57           | 0.39%                 | 45           | 0.31%                 | 56           | 0.39%                 |
| Tioga           | 42           | 0.30%                 | 31           | 0.23%                 | 28           | 0.19%                 | 26           | 0.18%                 | 32           | 0.22%                 |
| <b>Subtotal</b> | <b>4,511</b> | <b>32.11%</b>         | <b>4,464</b> | <b>32.57%</b>         | <b>4,656</b> | <b>31.64%</b>         | <b>4,467</b> | <b>30.44%</b>         | <b>4,438</b> | <b>30.87%</b>         |

(continued)

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

(continued)

| County       | 2021          |                       | 2020          |                       | 2019          |                       | 2018          |                       | 2017          |                       |
|--------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|
|              | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment |
| Union        | 38            | 0.27%                 | 25            | 0.18%                 | 28            | 0.19%                 | 38            | 0.26%                 | 53            | 0.37%                 |
| Venango      | 131           | 0.93%                 | 120           | 0.88%                 | 137           | 0.93%                 | 126           | 0.86%                 | 141           | 0.98%                 |
| Warren       | 75            | 0.53%                 | 70            | 0.51%                 | 66            | 0.45%                 | 55            | 0.37%                 | 55            | 0.38%                 |
| Washington   | 480           | 3.42%                 | 466           | 3.40%                 | 492           | 3.34%                 | 521           | 3.55%                 | 487           | 3.39%                 |
| Wayne        | 19            | 0.14%                 | 20            | 0.15%                 | 27            | 0.18%                 | 20            | 0.14%                 | 24            | 0.17%                 |
| Westmoreland | 919           | 6.54%                 | 971           | 7.09%                 | 1,014         | 6.89%                 | 997           | 6.79%                 | 933           | 6.49%                 |
| Wyoming      | 28            | 0.20%                 | 19            | 0.14%                 | 29            | 0.20%                 | 23            | 0.16%                 | 30            | 0.21%                 |
| York         | 543           | 3.87%                 | 571           | 4.17%                 | 670           | 4.55%                 | 674           | 4.59%                 | 637           | 4.43%                 |
| <b>Total</b> | <b>14,049</b> | <b>100.00%</b>        | <b>13,705</b> | <b>100.00%</b>        | <b>14,716</b> | <b>100.00%</b>        | <b>14,674</b> | <b>100.00%</b>        | <b>14,375</b> | <b>100.00%</b>        |

(continued)

Source: PA Cyber Charter School records.

**Notes:**

(1) Total Student enrollment, not FTEs.



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

(continued)

| County          | 2016         |                       | 2015         |                       | 2014         |                       | 2013         |                       | 2012         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Adams           | 114          | 0.83%                 | 115          | 0.85%                 | 132          | 0.93%                 | 113          | 0.80%                 | 115          | 0.81%                 |
| Allegheny       | 1,786        | 12.97%                | 1,747        | 12.93%                | 1,854        | 13.02%                | 1,786        | 12.71%                | 1,835        | 12.85%                |
| Armstrong       | 94           | 0.68%                 | 103          | 0.76%                 | 120          | 0.84%                 | 125          | 0.89%                 | 123          | 0.86%                 |
| Beaver          | 544          | 3.95%                 | 548          | 4.06%                 | 548          | 3.85%                 | 630          | 4.48%                 | 856          | 5.99%                 |
| Bedford         | 40           | 0.29%                 | 46           | 0.34%                 | 51           | 0.36%                 | 48           | 0.34%                 | 46           | 0.32%                 |
| Berks           | 256          | 1.86%                 | 218          | 1.61%                 | 247          | 1.74%                 | 282          | 2.01%                 | 265          | 1.86%                 |
| Blair           | 121          | 0.88%                 | 145          | 1.07%                 | 165          | 1.16%                 | 142          | 1.01%                 | 182          | 1.27%                 |
| Bradford        | 64           | 0.46%                 | 74           | 0.55%                 | 83           | 0.58%                 | 89           | 0.63%                 | 72           | 0.50%                 |
| Bucks           | 216          | 1.57%                 | 209          | 1.55%                 | 215          | 1.51%                 | 229          | 1.63%                 | 247          | 1.73%                 |
| Butler          | 451          | 3.28%                 | 445          | 3.29%                 | 492          | 3.46%                 | 528          | 3.76%                 | 503          | 3.52%                 |
| Cambria         | 146          | 1.06%                 | 117          | 0.87%                 | 133          | 0.93%                 | 140          | 1.00%                 | 155          | 1.09%                 |
| Cameron         | 10           | 0.07%                 | 3            | 0.02%                 | 3            | 0.02%                 | 9            | 0.06%                 | 7            | 0.05%                 |
| Carbon          | 45           | 0.33%                 | 55           | 0.41%                 | 63           | 0.44%                 | 63           | 0.45%                 | 76           | 0.53%                 |
| Centre          | 113          | 0.82%                 | 126          | 0.93%                 | 111          | 0.78%                 | 119          | 0.85%                 | 92           | 0.64%                 |
| Chester         | 118          | 0.86%                 | 136          | 1.01%                 | 155          | 1.09%                 | 160          | 1.14%                 | 190          | 1.33%                 |
| Clarion         | 93           | 0.68%                 | 102          | 0.76%                 | 86           | 0.60%                 | 92           | 0.65%                 | 94           | 0.66%                 |
| Clearfield      | 121          | 0.88%                 | 142          | 1.05%                 | 160          | 1.12%                 | 156          | 1.11%                 | 149          | 1.04%                 |
| Clinton         | 71           | 0.52%                 | 68           | 0.50%                 | 61           | 0.43%                 | 64           | 0.46%                 | 61           | 0.43%                 |
| Columbia        | 52           | 0.38%                 | 80           | 0.59%                 | 80           | 0.56%                 | 73           | 0.52%                 | 61           | 0.43%                 |
| Crawford        | 292          | 2.12%                 | 284          | 2.10%                 | 267          | 1.88%                 | 268          | 1.91%                 | 226          | 1.58%                 |
| Cumberland      | 282          | 2.05%                 | 287          | 2.12%                 | 287          | 2.02%                 | 243          | 1.73%                 | 220          | 1.54%                 |
| Dauphin         | 459          | 3.33%                 | 438          | 3.24%                 | 439          | 3.08%                 | 459          | 3.27%                 | 402          | 2.81%                 |
| Delaware        | 382          | 2.77%                 | 369          | 2.73%                 | 373          | 2.62%                 | 467          | 3.32%                 | 554          | 3.88%                 |
| Elk             | 12           | 0.09%                 | 20           | 0.15%                 | 27           | 0.19%                 | 32           | 0.23%                 | 15           | 0.11%                 |
| Erie            | 790          | 5.74%                 | 699          | 5.18%                 | 617          | 4.33%                 | 527          | 3.75%                 | 417          | 2.92%                 |
| Fayette         | 424          | 3.08%                 | 396          | 2.93%                 | 385          | 2.70%                 | 318          | 2.26%                 | 268          | 1.88%                 |
| Forest          | 5            | 0.04%                 | 3            | 0.02%                 | 7            | 0.05%                 | 5            | 0.04%                 | 3            | 0.02%                 |
| Franklin        | 110          | 0.80%                 | 104          | 0.77%                 | 115          | 0.81%                 | 110          | 0.78%                 | 127          | 0.89%                 |
| Fulton          | 9            | 0.07%                 | 15           | 0.11%                 | 17           | 0.12%                 | 17           | 0.12%                 | 21           | 0.15%                 |
| Greene          | 52           | 0.38%                 | 52           | 0.38%                 | 66           | 0.46%                 | 80           | 0.57%                 | 80           | 0.56%                 |
| <b>Subtotal</b> | <b>7,272</b> | <b>52.82%</b>         | <b>7,146</b> | <b>52.91%</b>         | <b>7,359</b> | <b>51.69%</b>         | <b>7,374</b> | <b>52.48%</b>         | <b>7,462</b> | <b>52.24%</b>         |

## THE PENNSYLVANIA CYBER CHARTER SCHOOL

Enrollment by CountyLast Ten Fiscal Years*(continued)*

| County          | 2016         |                       | 2015         |                       | 2014         |                       | 2013         |                       | 2012         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Huntingdon      | 30           | 0.22%                 | 18           | 0.13%                 | 18           | 0.13%                 | 13           | 0.09%                 | 11           | 0.08%                 |
| Indiana         | 153          | 1.11%                 | 132          | 0.98%                 | 140          | 0.98%                 | 149          | 1.06%                 | 126          | 0.88%                 |
| Jefferson       | 63           | 0.46%                 | 32           | 0.24%                 | 38           | 0.27%                 | 33           | 0.23%                 | 43           | 0.30%                 |
| Juniata         | 12           | 0.09%                 | 14           | 0.10%                 | 16           | 0.11%                 | 17           | 0.12%                 | 26           | 0.18%                 |
| Lackawanna      | 86           | 0.62%                 | 93           | 0.69%                 | 124          | 0.87%                 | 153          | 1.09%                 | 178          | 1.25%                 |
| Lancaster       | 430          | 3.12%                 | 454          | 3.36%                 | 443          | 3.11%                 | 448          | 3.19%                 | 466          | 3.26%                 |
| Lawrence        | 175          | 1.27%                 | 177          | 1.31%                 | 192          | 1.35%                 | 187          | 1.33%                 | 203          | 1.42%                 |
| Lebanon         | 129          | 0.94%                 | 152          | 1.13%                 | 169          | 1.19%                 | 155          | 1.10%                 | 152          | 1.06%                 |
| Lehigh          | 309          | 2.24%                 | 312          | 2.31%                 | 328          | 2.30%                 | 261          | 1.86%                 | 292          | 2.04%                 |
| Luzerne         | 199          | 1.45%                 | 225          | 1.67%                 | 261          | 1.83%                 | 244          | 1.74%                 | 229          | 1.60%                 |
| Lycoming        | 153          | 1.11%                 | 146          | 1.08%                 | 186          | 1.31%                 | 203          | 1.44%                 | 185          | 1.30%                 |
| McKean          | 25           | 0.18%                 | 32           | 0.24%                 | 51           | 0.36%                 | 34           | 0.24%                 | 29           | 0.20%                 |
| Mercer          | 180          | 1.31%                 | 171          | 1.27%                 | 182          | 1.28%                 | 148          | 1.05%                 | 143          | 1.00%                 |
| Mifflin         | 21           | 0.15%                 | 17           | 0.13%                 | 29           | 0.20%                 | 33           | 0.23%                 | 26           | 0.18%                 |
| Monroe          | 248          | 1.80%                 | 284          | 2.10%                 | 325          | 2.28%                 | 311          | 2.21%                 | 373          | 2.61%                 |
| Montgomery      | 207          | 1.50%                 | 222          | 1.64%                 | 250          | 1.76%                 | 271          | 1.93%                 | 316          | 2.21%                 |
| Montour         | 4            | 0.03%                 | 8            | 0.06%                 | 10           | 0.07%                 | 12           | 0.09%                 | 6            | 0.04%                 |
| Northampton     | 289          | 2.10%                 | 272          | 2.01%                 | 328          | 2.30%                 | 287          | 2.04%                 | 311          | 2.18%                 |
| Northumberland  | 124          | 0.90%                 | 156          | 1.15%                 | 141          | 0.99%                 | 147          | 1.05%                 | 125          | 0.88%                 |
| Perry           | 102          | 0.74%                 | 118          | 0.87%                 | 108          | 0.76%                 | 105          | 0.75%                 | 106          | 0.74%                 |
| Philadelphia    | 699          | 5.08%                 | 551          | 4.08%                 | 591          | 4.15%                 | 550          | 3.91%                 | 634          | 4.44%                 |
| Pike            | 44           | 0.32%                 | 50           | 0.37%                 | 53           | 0.37%                 | 60           | 0.43%                 | 69           | 0.48%                 |
| Potter          | 8            | 0.06%                 | 10           | 0.07%                 | 4            | 0.03%                 | 5            | 0.04%                 | 3            | 0.02%                 |
| Schuylkill      | 91           | 0.66%                 | 97           | 0.72%                 | 124          | 0.87%                 | 109          | 0.78%                 | 113          | 0.79%                 |
| Snyder          | 44           | 0.32%                 | 45           | 0.33%                 | 55           | 0.39%                 | 44           | 0.31%                 | 32           | 0.22%                 |
| Somerset        | 160          | 1.16%                 | 185          | 1.37%                 | 154          | 1.08%                 | 160          | 1.14%                 | 168          | 1.18%                 |
| Sullivan        | 11           | 0.08%                 | 17           | 0.13%                 | 26           | 0.18%                 | 31           | 0.22%                 | 29           | 0.20%                 |
| Susquehanna     | 64           | 0.46%                 | 84           | 0.62%                 | 102          | 0.72%                 | 100          | 0.71%                 | 99           | 0.69%                 |
| Tioga           | 45           | 0.33%                 | 55           | 0.41%                 | 66           | 0.46%                 | 65           | 0.46%                 | 40           | 0.28%                 |
| <b>Subtotal</b> | <b>4,105</b> | <b>29.82%</b>         | <b>4,129</b> | <b>30.57%</b>         | <b>4,514</b> | <b>31.71%</b>         | <b>4,335</b> | <b>30.85%</b>         | <b>4,533</b> | <b>31.73%</b>         |

*(continued)*

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

(continued)

| County       | 2016          |                       | 2015          |                       | 2014          |                       | 2013          |                       | 2012          |                       |
|--------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|
|              | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment |
| Union        | 46            | 0.33%                 | 58            | 0.43%                 | 53            | 0.37%                 | 61            | 0.43%                 | 54            | 0.38%                 |
| Venango      | 121           | 0.88%                 | 131           | 0.97%                 | 150           | 1.05%                 | 134           | 0.95%                 | 125           | 0.88%                 |
| Warren       | 67            | 0.49%                 | 47            | 0.35%                 | 43            | 0.30%                 | 46            | 0.33%                 | 35            | 0.25%                 |
| Washington   | 541           | 3.93%                 | 474           | 3.51%                 | 483           | 3.39%                 | 530           | 3.77%                 | 500           | 3.50%                 |
| Wayne        | 27            | 0.20%                 | 28            | 0.21%                 | 35            | 0.25%                 | 47            | 0.33%                 | 49            | 0.34%                 |
| Westmoreland | 972           | 7.06%                 | 898           | 6.65%                 | 936           | 6.57%                 | 914           | 6.50%                 | 929           | 6.50%                 |
| Wyoming      | 28            | 0.20%                 | 28            | 0.21%                 | 33            | 0.23%                 | 27            | 0.19%                 | 31            | 0.22%                 |
| York         | 588           | 4.27%                 | 568           | 4.21%                 | 630           | 4.43%                 | 584           | 4.16%                 | 566           | 3.96%                 |
| <b>Total</b> | <b>13,767</b> | <b>100.00%</b>        | <b>13,507</b> | <b>100.00%</b>        | <b>14,236</b> | <b>100.00%</b>        | <b>14,052</b> | <b>100.00%</b>        | <b>14,284</b> | <b>100.00%</b>        |

Source: PA Cyber Charter School records.

**Notes:**

(2) Total Student enrollment, not FTEs.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**School Building Information**  
**June 30, 2021**

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

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

| <u>General Liability Coverage</u>   | Philadelphia Indemnity Insurance Company         |
|---|--|
| <b>Policy Number</b>  | <b>PHPK2292719</b>                               |
| <b>Policy Period</b>  | <b>6/30/21-6/30/22</b>                           |
| General Aggregate   | \$3,000,000                                      |
| Products/Completed Operations   | \$3,000,000                                      |
| Personal & Advertising Injury   | \$1,000,000                                      |
| Each Occurrence   | \$1,000,000                                      |
| Fire Damage Liability   | \$1,000,000                                      |
| Medical Payments  | \$5,000  |
| <br><b>Employee Benefits Liability:</b>                                       |  |
| -Each Employee  | \$1,000,000                                      |
| -Aggregate  | \$3,000,000                                      |
| -Deductible   | \$1,000  |
| -Retroactive Date   | 2/20/2015  |
| <br><b>Sexual Misconduct &amp; Molestation:</b>                               |  |
| -Occurrence   | \$1,000,000                                      |
| -Aggregate  | \$3,000,000                                      |
| <br><b>Commercial Auto Liability:</b>   |  |
| Auto Liability  | \$1,000,000                                      |
| Uninsured Motorists   | \$1,000,000                                      |
| Underinsured Motorists  | \$1,000,000                                      |
| Personal Injury Protection  |  |
| -Comprehensive Deductible   | \$500  |
| -Collision Deductible   | \$1,000  |
| School Employees as Insured's   | Included   |
| Volunteers as Insured's   | Included   |
| Electronic Equipment Coverage   | Included   |
| Auto Physical Damage  | Included   |
| <br><u><b>Educators Legal Liability</b></u>                                   | <br><b>Ironshore Specialty Insurance Company</b> |
| <b>(Includes Directors &amp; Officers and Employment Practices Liability)</b> |  |
| <b>Policy Number</b>  | <b>DO7NAB0739002</b>                             |
| <b>Policy Period</b>  | <b>6/30/21-6/30/22</b>                           |
| Pending and Prior Date  | <b>2/20/2002</b>                                 |
| -Occurrence   | \$1,000,000                                      |
| -Aggregate  | \$1,000,000                                      |
| Directors & Officers Deductible   | \$25,000   |
| Employment Practices Liability Deductible                                     | \$75,000   |
| Educators Legal Liability Deductible  | \$75,000   |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

(continued)

| <u>Property Coverage</u>             | <b>Hartford Fire Insurance Company</b>  |
|--------------------------------------|---|
| <b>Policy Number</b>                 | <b>13 UUN BM5820K1</b>                  |
| <b>Policy Period</b>                 | <b>6/30/21-6/30/22</b>                  |
| Blanket Building & Personal Property | \$27,461,667                            |
| -Coinsurance                         | No Penalty                              |
| -Cause of Loss                       | Special                                 |
| -Valuation                           | RC-Agreed Value                         |
| -Deductible                          | \$5,000                                 |
| Business Income Limit                | \$2,509,680                             |
| Extra Expense                        | Included in Business Interruption Limit |
| Equipment Breakdown                  | Included                                |
| Fine Arts                            | \$50,000                                |
| Computer Equipment                   | Included                                |
| -Laptop/Portable Computers           | Included                                |
| Computer Equipment Disturbance       | \$0                                     |
| Back-up of Sewers or Drains          | Included                                |
| Accounts Receivable                  | \$250,000                               |
| Valuable Papers & Records            | \$250,000                               |
| Unnamed Premises                     | \$100,000                               |
| Employment/Faculty Personal Effects  | \$50,000                                |
| Student Personal Effects             | \$100,000                               |

**Inland Marine Coverage:**

|   |                             |
|---|-----------------------------|
| Computer Hardware-Mobile and Stationary |                             |
| Computer Software                       |                             |
| Extra Expense                           | Included in Property Limits |
| In Transit Coverage                     |                             |
| Unnamed Location                        |                             |
| -Deductible                             |                             |

**Crime Coverage**

| <u>Crime Coverage</u>   | <b>Hiscox Insurance Company, Inc.</b> |
|-------------------------|---------------------------------------|
| <b>Policy Number</b>    | <b>UC21423440.20</b>                  |
| <b>Policy Period</b>    | <b>6/30/21-6/30/22</b>                |
| Employee Theft          | \$1,000,000                           |
| Third Parties' Property | \$1,000,000                           |
| ERISA                   | \$1,000,000                           |
| Forgery of Checks       | \$1,000,000                           |
| Payment Cards           | \$1,000,000                           |
| Counterfeit             | \$1,000,000                           |
| Inside Premises         | \$1,000,000                           |
| Outside Transit         | \$1,000,000                           |
| Computer Tech Fraud     | \$1,000,000                           |
| Computer Funds Transfer | \$1,000,000                           |
| Cyber Deception         | \$100,000                             |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

(continued)

| <u>Privacy &amp; Information Security (Cyber Liability)</u>   | <b>Beazley Insurance Company, Inc.</b> |
|---|--|
| <b>Policy Number</b>  | <b>V14F02210801</b>                    |
| <b>Policy Period</b>  | <b>6/30/21-6/30/22</b>                 |
| Breach Response - Notified Individuals<br>(In Addition to Policy Aggregate Limit of Liability)              | \$250,000                              |
| Breach Response - Legal Forensic & Public Relations<br>(In Addition to Policy Aggregate Limit of Liability) | \$2,000,000                            |
| First Party Loss - Business Interruption Loss -<br>Security Breach  | \$2,000,000                            |
| System Failure  | \$2,000,000                            |
| First Party Loss - Dependent Business Loss -<br>Security Breach   | \$1,000,000                            |
| System Failure  | \$1,000,000                            |
| First Party Loss - Cyber Extortion Loss   | \$2,000,000                            |
| First Party Loss - Data Recovery Loss   | \$2,000,000                            |
| Liability - Data & Network Liability  | \$2,000,000                            |
| Liability - Regulatory Defense & Penalties  | \$2,000,000                            |
| Liability - Payments Cards Liabilities & Costs  | \$2,000,000                            |
| Liability - Regulatory Defense & Penalties  | \$2,000,000                            |
| Policy Aggregate Limit of Liability   | \$2,000,000                            |
| -Retention Legal, Forensic & Public Relations/Crisis Mgmt.  | \$10,000 (\$5,000 Legal)               |
| -Retention Cyber Extortion Loss   | \$25,000                               |

| <u>Workers Compensation Coverage</u> | <b>Twin City Fire Insurance Company of Hartford</b> |
|--------------------------------------|---|
| <b>Policy Number</b>                 | <b>13 WE BU2378</b>                                 |
| <b>Policy Period</b>                 | <b>6/30/21-6/30/22</b>                              |
| Employer's Liability Limits          | \$1,000,000   |
|                                      | \$1,000,000   |
|                                      | \$1,000,000   |
| <u>Classification:</u>               | <u>Payroll</u>                                      |
| School: Professional Employees       | On file with Company                                |

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

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

(continued)

| <b><u>Umbrella/Excess Coverage</u></b>                                | <b>United Educators Insurance Company</b> |
|---|---|
| <b>Policy Number</b>  | <b>Y72-25U</b>                            |
| <b>Policy Period</b>  | <b>6/30/21-6/30/22</b>                    |
| Limits of Liability - Each Occurrence                                 | \$10,000,000                              |
| Limits of Liability - Aggregate                                       | \$10,000,000                              |
| Self Insured Retention  | \$0                                       |
| General Liability   | Included                                  |
| Employee Benefits   | Included                                  |
| Sexual Abuse & Molestation  | \$10,000,000                              |
| Educators Legal Liability   | Included                                  |
| Directors & Officers Liability  | Excluded                                  |
| Employment Practices Liability  | Excluded                                  |
| Auto Liability  | Included                                  |
| Employer's Liability  | Included                                  |
| <br>  |   |
| <b><u>Business Travel Accident</u></b>                                | <b>Federal Insurance Company</b>          |
| <b>Policy Number</b>  | <b>9907-58-43</b>                         |
| <b>Policy Period</b>  | <b>6/30/21-6/30/22</b>                    |
| 24 Hour Business Travel - (Employees)                                 | \$250,000                                 |
| Business Travel Family - (Spouse/Domestic Partner of Insured Person)  | \$75,000                                  |
| Business Travel Family - Dependent Children of Primary Insured Person | \$50,000                                  |



# **SINGLE AUDIT REPORTS SECTION**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Expenditures of Federal Awards**  
**Fiscal Year Ended June 30, 2021**

| Federal Grantor/Project Title  | Source Code | Federal CFDA Number | Pass Through Grantor's Number | Grant Period From-To | Program or Award Amount | Total Received (Paid) For Year | Accrued (Deferred) Revenue July 1, 2020 | Revenue Recognized | Expenditures | Accrued (Deferred) Revenue June 30, 2021 |
|--|-------------|---------------------|-------------------------------|----------------------|-------------------------|--------------------------------|---|--------------------|--------------|--|
| <b>U.S. Department of Education</b>  |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Passed through the Pennsylvania Department of Education:   |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Title I - Improving Basic Programs   | I           | 84 010              | 013-21-0996                   | 07/01/20 - 09/30/21  | \$ 3,225,568            | \$ 2,956,497                   | \$ -                                    | \$ 3,225,568       | \$ 3,225,568 | \$ 269,071                               |
| Title I SIG - Program Improv-Set Aside   | I           | 84 010              | 042-20-0996                   | 09/30/20 - 09/30/21  | 360,545                 | 332,810                        | -                                       | 356,190            | 356,190      | 23,380                                   |
| <b>Total CFDA Number 84.010</b>  |             |                     |                               |                      |                         | 3,289,307                      | -                                       | 3,581,758          | 3,581,758    | 292,451                                  |
| Title II - Improving Teacher Quality   | I           | 84 367              | 020-20-0996                   | 07/01/19 - 09/30/20  | 358,364                 | (8,578)                        | (8,578)                                 | -                  | -            | -  |
| Title II - Improving Teacher Quality   | I           | 84 367              | 020-21-0996                   | 07/01/20 - 09/30/21  | 388,597                 | 346,228                        | -                                       | 388,597            | 388,597      | 42,369                                   |
| <b>Total CFDA Number 84.367</b>  |             |                     |                               |                      |                         | 337,650                        | (8,578)                                 | 388,597            | 388,597      | 42,369                                   |
| Title IV - Student Support and Academic Enrichment   | I           | 84 424              | 144-21-0996                   | 07/01/20 - 09/30/21  | 213,897                 | 213,897                        | -                                       | 213,897            | 213,897      | -  |
| COVID-19 Elementary & Secondary School Emergency Relief (ESSER I) Fund (Education Stabilization Fund)                  | I           | 84 425D             | 200-20-0996                   | 03/13/20 - 09/30/22  | 2,316,518               | 731,532                        | 15,000                                  | 756,803            | 756,803 *    | 40,271                                   |
| COVID-19 Special Education Covid-19 Impact Mitigation (Special Education Cluster IDEA)                                 | I           | 84 027              | 252-20-0996                   | 07/01/20 - 09/30/21  | 40,237                  | 34,872                         | -                                       | 40,237             | 40,237 *     | 5,365                                    |
| <b>Total U.S. Department of Education passed through the Pennsylvania Department of Education</b>                      |             |                     |                               |                      |                         | 4,607,258                      | 6,422                                   | 4,981,292          | 4,981,292    | 380,456                                  |
| Passed through the Beaver Valley Intermediate Unit:  |             |                     |                               |                      |                         |                                |   |                    |              |  |
| IDEA 619 B Pass Through  | I           | 84 173              | 27                            | 07/01/19 - 06/30/20  | 2,694                   | 2,694                          | 2,694                                   | -                  | -            | -  |
| IDEA 619 B Pass Through  | I           | 84 173              | 27                            | 07/01/20 - 06/30/21  | 1,920                   | -                              | -                                       | 1,920              | 1,920 *      | 1,920                                    |
| <b>Total CFDA Number 84.173 (Special Education Cluster IDEA)</b>   |             |                     |                               |                      |                         | 2,694                          | 2,694                                   | 1,920              | 1,920        | 1,920                                    |
| IDEA   | I           | 84 027              | 27                            | 07/01/19 - 06/30/20  | 1,745,942               | 1,745,942                      | 1,745,942                               | -                  | -            | -  |
| IDEA   | I           | 84 027              | 27                            | 07/01/20 - 06/30/21  | 1,816,437               | 1,453,150                      | -                                       | 1,816,437          | 1,816,437 *  | 363,287                                  |
| IDEA - ESY   | I           | 84 027              | 27                            | 07/01/19 - 06/30/20  | 60,309                  | 60,309                         | -                                       | 60,309             | 60,309 *     | -  |
| <b>Total CFDA Number 84.027 (Special Education Cluster IDEA)</b>   |             |                     |                               |                      |                         | 3,294,273                      | 1,745,942                               | 1,916,983          | 1,916,983    | 368,652                                  |
| <b>Total U.S. Department of Education passed through the Beaver Valley Intermediate Unit</b>                           |             |                     |                               |                      |                         | 3,262,095                      | 1,748,636                               | 1,878,666          | 1,878,666    | 365,207                                  |
| <b>Total Special Education Cluster (IDEA) 84.027 &amp; 84.173</b>  |             |                     |                               |                      |                         | 3,296,967                      | 1,748,636                               | 1,918,903          | 1,918,903    | 370,572                                  |
| <b>U.S. Department of Treasury</b>   |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Passed through the Pennsylvania Commission on Crime and Delinquency:   |             |                     |                               |                      |                         |                                |   |                    |              |  |
| COVID-19 Coronavirus Relief Fund   | I           | 21 019              | 2020-CS-01-34066              | 03/01/20 - 10/30/20  | 90,000                  | 90,000                         | 42,307                                  | 47,693             | 47,693       | -  |
| <b>Total U.S. Treasury passed through the Pennsylvania Commission on Crime and Delinquency</b>                         |             |                     |                               |                      |                         | 90,000                         | 42,307                                  | 47,693             | 47,693       | -  |
| <b>U.S. Department of Health and Human Services</b>  |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Passed through the Pennsylvania Department of Human Services:  |             |                     |                               |                      |                         |                                |   |                    |              |  |
| Medical Assistance Reimbursement for Administrative Claiming - (Medicaid Cluster)                                      | I           | 93 778              | 044-00-7657                   | 07/01/20 - 06/30/21  | 1,634                   | 1,634                          | -                                       | 1,634              | 1,634        | -  |
| <b>Total U.S. Department of Health and Human Services passed through the Pennsylvania Department of Human Services</b> |             |                     |                               |                      |                         | 1,634                          | -                                       | 1,634              | 1,634        | -  |
| <b>Total Federal Assistance</b>  |             |                     |                               |                      |                         | \$ 7,960,987                   | \$ 1,797,365                            | \$ 6,909,285       | \$ 6,909,285 | \$ 745,663                               |

Source Codes:

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

Footnotes:

\* Major Program selected for testing

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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Schedule of Expenditures of Federal Awards**  
**Fiscal Year Ended June 30, 2021**

**NOTE 1 - SIGNIFICANT ACCOUNTING POLICES**

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of Pennsylvania Cyber Charter School (The School) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR), Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in fund balance or cash flows of the School. The Schedule of Expenditures of Federal Awards is based upon information provided by the various funding sources to the School and other information available at the time this schedule was prepared.

**NOTE 2 - RECONCILIATION**

|   |                     |
|---|---------------------|
| Federal Awards revenue per Schedule of Expenditures of Federal Awards | \$ 6,909,285        |
| Pass-through Awards Recorded in Local Revenue                         | <u>(1,878,666)</u>  |
| Per Financial Statements  | <u>\$ 5,030,619</u> |

**NOTE 3 - INDIRECT COST RATE**

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

*See independent auditor's report.*



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

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

**Report on Internal Control over Financial Reporting and on Compliance and Other Matters  
 Based on an Audit of Financial Statements Performed in Accordance  
 with Government Auditing Standards**

**Independent Auditor's Report**

To the Board of Trustees  
 Pennsylvania Cyber Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School as of and for the fiscal year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements, and have issued our report thereon dated December 20, 2021.

***Internal Control over Financial Reporting***

In planning and performing our audit of the financial statements, we considered Pennsylvania Cyber Charter School's internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control.

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

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

*(continued)*

**Report on Internal Control over Financial Reporting and on Compliance and Other Matters**  
**Based on an Audit of Financial Statements Performed in Accordance**  
**with Government Auditing Standards**

**Independent Auditor's Report**

*(continued)*

***Compliance and Other Matters***

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

**Purpose of this Report**

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

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 20, 2021



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

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

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

**Independent Auditor's Report**

To the Board of Trustees  
 Pennsylvania Cyber Charter School

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

We have audited Pennsylvania Cyber Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Pennsylvania Cyber Charter School's major federal programs for the fiscal year ended June 30, 2021. Pennsylvania Cyber Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

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

***Auditor's Responsibility***

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

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

(continued)

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

**Independent Auditor's Report**

(continued)

**Opinion on Each Major Federal Program**

In our opinion, Pennsylvania Cyber Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2021.

**Report on Internal Control over Compliance**

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

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

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

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

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 20, 2021

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Findings and Questioned Costs**  
**Fiscal Year Ended June 30, 2021**

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

**Financial Statements**

Type of auditor’s report issued: Unmodified

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

Noncompliance material to financial statements noted? \_\_\_ Yes X No

**Federal Awards**

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

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

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

Identification of major programs:

| <u>Name of Federal Program or Cluster</u>                                 | <u>CFDA Numbers</u> |
|---|---------------------|
| Special Education Cluster (IDEA)  | 84.027 & 84.173     |
| COVID-19 Elementary & Secondary School<br>Emergency Relief (ESSER I) Fund | 84.425D             |

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

Auditee qualified as low-risk auditee? X Yes \_\_\_ No

**Section II – Financial Statement Findings**

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

**None**

(continued)



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Findings and Questioned Costs**  
**Fiscal Year Ended June 30, 2021**

*(continued)*

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

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

**None**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Prior Audit Findings**  
**Fiscal Year Ended June 30, 2021**

**Prior Year Findings**

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

**None**

**CHARTER ANNUAL REPORT-OFFLINE GUIDANCE TOOL**



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

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

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

List financial audit citations and the corresponding Charter School responses:

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

**Federal Programs Consolidated Review**

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

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

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

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

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

# CAV Home -Fiscal & Program

This is the 2019-2020 CAV for Pennsylvania Cyber CS

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

## Documents

The following documents are currently available:

[CAV Letter](#)

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



June 8, 2021

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

Dear Chief Executive Officer Hayden

I thank you and your staff for participating in the Federal Programs Consolidated Review for the **2019-20** school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of **Pennsylvania Cyber CS** compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered no instances of non-compliance for the 2019-20 school year.

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

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

Thank you for your cooperation.

Sincerely,

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

Susan McCrone  
Chief  
Division of Federal Programs

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

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

Division of Federal Programs  
Consolidated Program Review

2019-2020 School Year

Pennsylvania Cyber CS  
652 Midland Avenue  
Midland, PA 15059

LEA Level Monitoring

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

**Program(s) Reviewed:**

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

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

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

## Title IA: Fiscal

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

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

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

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation   | Comments  |                   |   |                  |   |
|--|--|-----|---------|-----|--|---|-------------------|---|------------------|---|
| <p>1. Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented.</p> <p><b>NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.</b></p> <p>Uniform Grants Guidance Section 200.501</p> | <p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>   | ☑   | ☐       | ☐   | <p>☑ Two most recent audit reports (federal programs only, sections tabbed and marked)</p> <p>☐ LEA response to findings</p> <p>☐ PDE follow-up review of findings</p> <p>☐ Independent auditor report shows that LEA has completed all corrective actions</p> | <table border="1"> <thead> <tr> <th data-bbox="1671 154 2020 203">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 203 2020 402"> <p>4/20/2021 12:02:57 PM</p> <p>Monitor Tim Welsh</p> <p>Two most recent PCCS audit reports reviewed indicating no findings.</p> </td> </tr> </tbody> </table>   | Monitor Comments  | <p>4/20/2021 12:02:57 PM</p> <p>Monitor Tim Welsh</p> <p>Two most recent PCCS audit reports reviewed indicating no findings.</p>          |                  |   |
| Monitor Comments   |  |     |         |     |  |   |                   |   |                  |   |
| <p>4/20/2021 12:02:57 PM</p> <p>Monitor Tim Welsh</p> <p>Two most recent PCCS audit reports reviewed indicating no findings.</p>   |  |     |         |     |  |   |                   |   |                  |   |
| <p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>   | <p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)</p> | ☐   | ☐       | ☑   | <p>☐ Inventory list of items purchased with Title I A.</p>   | <table border="1"> <thead> <tr> <th data-bbox="1671 743 2020 792">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 792 2020 1058"> <p>3/8/2021 11:58:42 AM</p> <p>Federal Programs Coordinator Cheryl Roknich</p> <p>We have not purchased equipment with Title I funds.</p> </td> </tr> <tr> <th data-bbox="1671 1058 2020 1107">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 1107 2020 1302"> <p>4/20/2021 12:03:32 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS does not user Title IA funds to purchase equipment.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/8/2021 11:58:42 AM</p> <p>Federal Programs Coordinator Cheryl Roknich</p> <p>We have not purchased equipment with Title I funds.</p> | Monitor Comments | <p>4/20/2021 12:03:32 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS does not user Title IA funds to purchase equipment.</p> |
| District Comments  |  |     |         |     |  |   |                   |   |                  |   |
| <p>3/8/2021 11:58:42 AM</p> <p>Federal Programs Coordinator Cheryl Roknich</p> <p>We have not purchased equipment with Title I funds.</p>  |  |     |         |     |  |   |                   |   |                  |   |
| Monitor Comments   |  |     |         |     |  |   |                   |   |                  |   |
| <p>4/20/2021 12:03:32 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS does not user Title IA funds to purchase equipment.</p>  |  |     |         |     |  |   |                   |   |                  |   |



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

| Description   | Requirements   | Met                                 | Not Met                  | N/A                      | Suggested Evidence of Implementation   | Comments   |                  |   |
|---|--|-------------------------------------|--------------------------|--------------------------|--|--|------------------|---|
| 5. Performance Goal Reporting Verification<br><br>UGG 200.328   | 1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA.<br><b>Please note: the LEA does not need to provide copies of the Consolidated Application. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IA | <table border="1"> <thead> <tr> <th data-bbox="1675 154 2024 203">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 203 2024 474">           4/20/2021 12:26:42 PM<br/>           Monitor Tim Welsh<br/>           PCCS Title I Consolidated Application Performance Goal Output Report available for review in eGrants.         </td> </tr> </tbody> </table> | Monitor Comments | 4/20/2021 12:26:42 PM<br>Monitor Tim Welsh<br>PCCS Title I Consolidated Application Performance Goal Output Report available for review in eGrants. |
| Monitor Comments  |  |                                     |                          |                          |  |  |                  |   |
| 4/20/2021 12:26:42 PM<br>Monitor Tim Welsh<br>PCCS Title I Consolidated Application Performance Goal Output Report available for review in eGrants. |  |                                     |                          |                          |  |  |                  |   |
|   | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/summaries must be present at time of monitoring.        | <table border="1"> <thead> <tr> <th data-bbox="1675 487 2024 535">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 535 2024 799">           4/20/2021 12:27:57 PM<br/>           Monitor Tim Welsh<br/>           PCCS data summaries supporting the Performance Goal Output Report available for review.         </td> </tr> </tbody> </table>               | Monitor Comments | 4/20/2021 12:27:57 PM<br>Monitor Tim Welsh<br>PCCS data summaries supporting the Performance Goal Output Report available for review.               |
| Monitor Comments  |  |                                     |                          |                          |  |  |                  |   |
| 4/20/2021 12:27:57 PM<br>Monitor Tim Welsh<br>PCCS data summaries supporting the Performance Goal Output Report available for review.               |  |                                     |                          |                          |  |  |                  |   |

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

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

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation  | Comments  |                  |  |
|--|--|-----|---------|-----|---|---|------------------|--|
| <p>10. Travel Reimbursement</p> <p>UGG Sec 200.474</p>   | <p>1. Travel the LEA must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> <li>• Types of travel (single day, overnight or out-of-state)</li> <li>• What expenses may be reimbursed (food, lodging, transportation, airfare)</li> <li>• What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)</li> </ul>  | ☑   | ☐       | ☐   | <p>☐ Board approved policies available for review</p> <p>☐ Samples of travel requests reviewed followed policy</p> <p>☑ Prior written approval was obtained by PDE for out of state travel</p>                    | <table border="1"> <thead> <tr> <th data-bbox="1671 159 2011 199">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 199 2011 467"> <p>4/20/2021 12:31:14 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Travel Reimbursement procedures indicating prior written approval by PDE available for review.</p> </td> </tr> </tbody> </table> | Monitor Comments | <p>4/20/2021 12:31:14 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Travel Reimbursement procedures indicating prior written approval by PDE available for review.</p> |
| Monitor Comments   |  |     |         |     |   |   |                  |  |
| <p>4/20/2021 12:31:14 PM</p> <p>Monitor Tim Welsh</p> <p>PCCS Travel Reimbursement procedures indicating prior written approval by PDE available for review.</p> |  |     |         |     |   |   |                  |  |
| <p>11. Prior Written Approval for Various Expenditures</p> <p>UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>  | <p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> <li>• Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</li> <li>• Out of State Travel for workshops/conferences (200.474)</li> <li>• Entertainment Costs (200.438)</li> <li>• Equipment (200.439)</li> <li>• Student Activity Costs</li> <li>• Memberships, subscriptions, and Professional Activities (200.454)</li> </ul> | ☑   | ☐       | ☐   | <p>☑ Items were included in approved consolidated application budgets and/or narratives</p> <p>☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p> |   |                  |  |

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

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

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



| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation     | Comments  |                   |  |                  |  |
|--|--|-----|---------|-----|--|---|-------------------|--|------------------|--|
|  | 4. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used). | ☐   | ☐       | ☑   | ☐ Statement of expenditures for Foster   | <table border="1"> <thead> <tr> <th data-bbox="1669 154 2020 203">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1669 203 2020 438">3/9/2021 9:17:55 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We did not use any funds for Foster Students.</td> </tr> <tr> <th data-bbox="1669 438 2020 479">Monitor Comments</th> </tr> <tr> <td data-bbox="1669 479 2020 652">4/20/2021 12:17:53 PM<br/>Monitor Tim Welsh<br/>PCCS did not use any funds for Foster Students.</td> </tr> </tbody> </table>                              | District Comments | 3/9/2021 9:17:55 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use any funds for Foster Students.              | Monitor Comments | 4/20/2021 12:17:53 PM<br>Monitor Tim Welsh<br>PCCS did not use any funds for Foster Students.              |
| District Comments  |  |     |         |     |  |   |                   |  |                  |  |
| 3/9/2021 9:17:55 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use any funds for Foster Students.              |  |     |         |     |  |   |                   |  |                  |  |
| Monitor Comments   |  |     |         |     |  |   |                   |  |                  |  |
| 4/20/2021 12:17:53 PM<br>Monitor Tim Welsh<br>PCCS did not use any funds for Foster Students.                                    |  |     |         |     |  |   |                   |  |                  |  |
|  | 5. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)   | ☐   | ☐       | ☑   | ☐ Spreadsheet demonstrating calculations | <table border="1"> <thead> <tr> <th data-bbox="1669 665 2020 714">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1669 714 2020 982">3/9/2021 9:20:51 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>We did not use the Salary and Fringe Benefit Differential.</td> </tr> <tr> <th data-bbox="1669 982 2020 1031">Monitor Comments</th> </tr> <tr> <td data-bbox="1669 1031 2020 1235">4/20/2021 12:17:29 PM<br/>Monitor Tim Welsh<br/>PCCS did not use the Salary and Fringe Benefit Differential.</td> </tr> </tbody> </table> | District Comments | 3/9/2021 9:20:51 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use the Salary and Fringe Benefit Differential. | Monitor Comments | 4/20/2021 12:17:29 PM<br>Monitor Tim Welsh<br>PCCS did not use the Salary and Fringe Benefit Differential. |
| District Comments  |  |     |         |     |  |   |                   |  |                  |  |
| 3/9/2021 9:20:51 AM<br>Federal Programs Coordinator Cheryl Roknich<br>We did not use the Salary and Fringe Benefit Differential. |  |     |         |     |  |   |                   |  |                  |  |
| Monitor Comments   |  |     |         |     |  |   |                   |  |                  |  |
| 4/20/2021 12:17:29 PM<br>Monitor Tim Welsh<br>PCCS did not use the Salary and Fringe Benefit Differential.                       |  |     |         |     |  |   |                   |  |                  |  |

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

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

| Description  | Requirements   | Met | Not Met | N/A | Suggested Evidence of Implementation   | Comments   |                   |  |                  |  |
|--|--|-----|---------|-----|--|--|-------------------|--|------------------|--|
|  | <p>2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.</p> | ☐   | ☐       | ☑   | <ul style="list-style-type: none"> <li>☐ Time logs</li> <li>☐ Staff schedules</li> </ul> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1671 151 2028 199" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 199 2028 505"> <p>3/15/2021 10:00:56 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> </td> </tr> <tr> <th data-bbox="1671 505 2028 553" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 553 2028 787"> <p>4/20/2021 12:14:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/15/2021 10:00:56 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> | Monitor Comments | <p>4/20/2021 12:14:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> |
| District Comments  |  |     |         |     |  |  |                   |  |                  |  |
| <p>3/15/2021 10:00:56 AM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p> |  |     |         |     |  |  |                   |  |                  |  |
| Monitor Comments   |  |     |         |     |  |  |                   |  |                  |  |
| <p>4/20/2021 12:14:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the Semi Annual Certification so PARs were not applicable.</p>                           |  |     |         |     |  |  |                   |  |                  |  |

**Desk Monitoring only:**

2019 2020 Title IA Fiscal.pdf

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

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

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

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

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

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

# Title IIA: Fiscal

## Requirements

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

| Description   | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Comments  |
|---|---|-------------------------------------|--------------------------|-------------------------------------|---|---|
|   | 2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs. | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs<br><input type="checkbox"/> Staff schedules                            | <p align="center"><b>District Comments</b></p> <p>3/15/2021 1:57:42 PM<br/>Federal Programs Coordinator Cheryl Roknich<br/>Staff used were subject to the semi annual certification so PARs were not applicable.</p> <p align="center"><b>Monitor Comments</b></p> <p>4/23/2021 12:33:15 PM<br/>Monitor Tim Welsh<br/>Staff used were subject to the semi annual certification so PARs were not applicable.</p> |
| 3. Performance Goal Reporting Verification<br><br>UGG 200.328 | 1. LEA has submitted the Performance Goal Output Report for Title II by the due date. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II. | <p align="center"><b>Monitor Comments</b></p> <p>4/23/2021 12:32:43 PM<br/>Monitor Tim Welsh<br/>PCCS Performance Goal Report for this monitoring year available for review.</p>  |
|   | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Data reports/ summaries   |   |
| 4. Equipment and Related Property<br><br>UGG 200.313          | 1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Inventory list of items purchased with Title IIA                      |   |

Desk monitoring only:

2019 2020 Title IIA Fiscal 2.pdf



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

# Title IVA: Fiscal

## Requirements

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

| Description   | Requirements  | Met                      | Not Met                  | N/A                                 | Suggested Evidence of Implementation   | Comments  |                   |   |                  |   |
|---|---|--------------------------|--------------------------|-------------------------------------|--|---|-------------------|---|------------------|---|
|   | 1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval | <table border="1"> <thead> <tr> <th data-bbox="1654 157 2016 201">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 201 2016 435"> 3/15/2021 3:10:05 PM<br/> Federal Programs<br/> Coordinator Cheryl Roknich<br/> Prior written approval from DFP was not required for semi annual certifications. </td> </tr> <tr> <th data-bbox="1654 435 2016 479">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 479 2016 688"> 4/23/2021 12:35:35 PM<br/> Monitor Tim Welsh<br/> Prior written approval from DFP was not required for semi annual certifications. </td> </tr> </tbody> </table>                | District Comments | 3/15/2021 3:10:05 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Prior written approval from DFP was not required for semi annual certifications.      | Monitor Comments | 4/23/2021 12:35:35 PM<br>Monitor Tim Welsh<br>Prior written approval from DFP was not required for semi annual certifications.      |
| District Comments   |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 3/15/2021 3:10:05 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Prior written approval from DFP was not required for semi annual certifications.      |   |                          |                          |                                     |  |   |                   |   |                  |   |
| Monitor Comments  |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 4/23/2021 12:35:35 PM<br>Monitor Tim Welsh<br>Prior written approval from DFP was not required for semi annual certifications.                                  |   |                          |                          |                                     |  |   |                   |   |                  |   |
|   | 2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs<br><input type="checkbox"/> Staff schedules                       | <table border="1"> <thead> <tr> <th data-bbox="1654 701 2016 745">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 745 2016 1013"> 3/15/2021 3:12:41 PM<br/> Federal Programs<br/> Coordinator Cheryl Roknich<br/> Staff used were subject to the semi annual certification so PARs were not applicable. </td> </tr> <tr> <th data-bbox="1654 1013 2016 1057">Monitor Comments</th> </tr> <tr> <td data-bbox="1654 1057 2016 1291"> 4/23/2021 12:35:18 PM<br/> Monitor Tim Welsh<br/> Staff used were subject to the semi annual certification so PARs were not applicable. </td> </tr> </tbody> </table> | District Comments | 3/15/2021 3:12:41 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Staff used were subject to the semi annual certification so PARs were not applicable. | Monitor Comments | 4/23/2021 12:35:18 PM<br>Monitor Tim Welsh<br>Staff used were subject to the semi annual certification so PARs were not applicable. |
| District Comments   |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 3/15/2021 3:12:41 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Staff used were subject to the semi annual certification so PARs were not applicable. |   |                          |                          |                                     |  |   |                   |   |                  |   |
| Monitor Comments  |   |                          |                          |                                     |  |   |                   |   |                  |   |
| 4/23/2021 12:35:18 PM<br>Monitor Tim Welsh<br>Staff used were subject to the semi annual certification so PARs were not applicable.                             |   |                          |                          |                                     |  |   |                   |   |                  |   |

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

## Personnel Interviews

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

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

**The Pennsylvania Cyber Charter School**

**SCHOOL Level Monitoring**

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

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

## School Level Monitoring

### Component I: Requirements

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

| Description  | Requirements  | Met                                 | Not Met                  | N/A                                 | Suggested Evidence of Implementation  | Comments   |
|--|---|-------------------------------------|--------------------------|-------------------------------------|---|--|
|  | 2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs. | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs<br><input type="checkbox"/> Staff schedules  | <div style="border: 1px solid black; padding: 2px;"><b>District Comments</b></div> 3/15/2021 3:35:10 PM<br>Federal Programs<br>Coordinator Cheryl Roknich<br>Staff used were subject to the semi annual certification so PARs were not applicable. <div style="border: 1px solid black; padding: 2px;"><b>Monitor Comments</b></div> 4/20/2021 12:33:53 PM<br>Monitor Tim Welsh<br>Staff used were subject to the semi annual certification so PARs were not applicable. |
| 2. Building Level Budget   | 1. The LEA and Title I School maintain a building level budget documenting <b>ALL</b> Title I expenditures  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis | <div style="border: 1px solid black; padding: 2px;"><b>Monitor Comments</b></div> 4/20/2021 12:35:00 PM<br>Monitor Tim Welsh<br>School's Title I budget including salaries, benefits, and other expenditures available for review.   |
| <b>Desk Monitoring Only:</b> <ul style="list-style-type: none"> <li>• Upload staff semi-annual certification and/or time logs</li> <li>• Upload schools Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures.</li> </ul> |   |                                     |                          |                                     |   | 2019 2020 School Level Monitoring Fiscal.pdf   |
|  |   |                                     |                          |                                     |   |  |
| If you have additional comments to make about this section, enter them here:   |   |                                     |                          |                                     |   |  |



## Comments

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

**Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education**

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Pennsylvania Cyber CS

Chief Executive Officer: Mr. Brian Hayden

Special Education Director/Coordinator: Mark Iannini

BSE Special Education Adviser: Nancy Stanley

Date of Report: January 28, 2021

Date Final Report Sent to LEA: January 05, 2021

**Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA**

First Visit Date: January 25, 2021

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
|   |   |    |    |         |     | <b>Topical Area 1: Policies, Practices, and Procedures</b>  |   |                         |             |
| Y |   |    |    |         |     | 1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b><br><br><b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP  |   |                         |             |
| Y |   |    |    |         |     | 1A. <b>FSA-HEARING AIDS</b><br><br><b>Standard:</b> Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly |   |                         |             |
| Y |   |    |    |         |     | 2. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b><br><br><b>Standard:</b> LEA complies with the positive behavior support policy requirements.  |   |                         |             |
| Y |   |    |    |         |     | 3. <b>FSA-CHILD FIND</b><br><br><b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.  |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
| Y |   |    |    |         |     | 4. <b>FSA-CONFIDENTIALITY</b><br><br>Standard The LEA is in compliance with confidentiality requirements.   |   |                         |             |
|   |   | X  |    |         |     | 5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b><br><br>Standard: The LEA uses dispute resolution processes for program improvement.  |   |                         |             |
| Y |   |    |    |         |     | 8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b><br><br>Standard: The LEA adheres to procedural requirements in suspending students with disabilities.  |   |                         |             |
| Y |   |    |    |         |     | 10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b><br><br>Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.                      |   |                         |             |
| Y |   |    |    |         |     | 11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b><br><br>Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.  |   |                         |             |
| Y |   |    |    |         |     | 12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>  |   |                         |             |
| Y |   |    |    |         |     | 13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>   |   |                         |             |
| Y |   |    |    |         |     | 15. <b>FSA-PARENT TRAINING</b><br><br>Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities. |   |                         |             |
|   |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent)</b>   |   |                         |             |
|   |   |    |    |         |     | P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.  |   |                         |             |

| Y | N | NA | DK | Not Obs | % #                        | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|----------------------------|---|---|-------------------------|-------------|
|   |   |    |    |         | 2<br>2<br>1<br>0<br>0<br>0 | Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply  |   |                         |             |
|   |   |    |    |         | 2<br>0<br>1<br>0<br>2<br>0 | P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |   |                         |             |
| Y |   |    |    |         |                            | 18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b><br><br><b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.  |   |                         |             |
| Y |   |    |    |         |                            | 19. <b>FSA-PERSONNEL TRAINING</b><br><br><b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.                 |   |                         |             |
|   |   |    |    |         |                            | <b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>  |   |                         |             |
| 7 | 0 | 0  |    |         |                            | GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?  |   |                         |             |
| 7 | 0 | 0  |    |         |                            | GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?  |   |                         |             |
| 5 | 1 | 1  |    |         |                            | GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?  |   |                         |             |
| 4 | 3 | 0  |    |         |                            | GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?   |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 4 | 1 | 2  |    |         |     | GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?  |   |                         |             |
| 9 | 1 | 0  |    |         |     | SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?  |   |                         |             |
|   |   | X  |    |         |     | 20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b><br><br><b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.  |   |                         |             |
| Y |   |    |    |         |     | 21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b><br><br><b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation |   |                         |             |
| Y |   |    |    |         |     | 21A. <b>TRANSITION REQUIREMENTS</b><br><br><b>Standard:</b> The LEA complies with requirements for transition planning for students.   |   |                         |             |
|   |   |    |    |         |     | <b>Topical Area 2: Delivery of Service</b>   |   |                         |             |
| Y |   |    |    |         |     | 17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b><br><br><b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.  |   |                         |             |
| Y |   |    |    |         |     | 17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b><br><br><b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.  |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| Y |   |    |    |         |     | 22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b><br><br><b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group. |   |                         |             |
| Y |   |    |    |         |     | 23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b><br><br><b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.   |   |                         |             |
|   |   |    |    |         |     | <b>CLASSROOM OBSERVATIONS</b>  |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 1. Is the instruction provided to the student individualized as required by his/her IEP?  |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?   |   |                         |             |
| 0 | 0 | 0  |    | 0       |     | CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?  |   |                         |             |
|   |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>   |   |                         |             |
|   |   |    |    |         |     | P 55. My child does classroom work in a regular classroom with students without disabilities.  |   |                         |             |
|   |   |    |    |         | 3   | Always   |   |                         |             |
|   |   |    |    |         | 0   | Sometimes  |   |                         |             |
|   |   |    |    |         | 0   | Rarely   |   |                         |             |
|   |   |    |    |         | 1   | Never  |   |                         |             |
|   |   |    |    |         | 1   | Don't Know   |   |                         |             |
|   |   |    |    |         | 0   | Does not Apply   |   |                         |             |

| Y | N | NA | DK | Not Obs | % #                        | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|----------------------------|--|---|-------------------------|-------------|
|   |   |    |    |         | 2<br>2<br>0<br>0<br>0<br>1 | P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |   |                         |             |
|   |   |    |    |         | 2<br>1<br>1<br>1<br>0<br>0 | P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply                        |   |                         |             |
|   |   |    |    |         | 3<br>0<br>0<br>0<br>2<br>0 | P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply                                     |   |                         |             |
| 7 | 0 | 0  |    |         |                            | GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?   |   |                         |             |
| 4 | 0 | 3  |    |         |                            | GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?  |   |                         |             |
| 6 | 0 | 1  |    |         |                            | GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?  |   |                         |             |
| 7 | 0 | 0  |    |         |                            | GE 73. Are you and the special education personnel working collaboratively to implement this student's program?  |   |                         |             |
| 7 | 0 | 0  |    |         |                            | GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?  |   |                         |             |
| 6 | 0 | 1  |    |         |                            | GE 80. Is the student making progress within the general education curriculum?   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 6  | 0 | 1  |    |         |     | GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?   |   |                         |             |
| 0  | 0 | 1  |    |         |     | GE 80b. If yes, in what ways?<br><br>Doesn't need any more support than the IEP indicates. Communicates with the teachers. The teachers then work together to support the student's needs. It is live instruction and is able to participate in whole-class instruction. Able to answer high-level questions. Has developed time management skills and receives instant praise. Works regularly with few assignments to be reviewed. Does well on own. When participating in-class notes are sent during the class indicating the student is participating and following class instruction. Actively participates, enjoys the online class. Enjoys the chat and participates in the class. Online socialization with students in the class as well. |   |                         |             |
| 0  | 0 | 7  |    |         |     | GE 80c. If no, what does this student need that he/she is not receiving in your class?  |   |                         |             |
| 7  | 0 | 0  |    |         |     | GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?   |   |                         |             |
| 7  | 0 | 0  |    |         |     | GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?  |   |                         |             |
| 0  | 0 | 7  |    |         |     | GE 85b. If no, what training or support would assist you?   |   |                         |             |
| 7  | 0 | 0  |    |         |     | GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?   |   |                         |             |
| 3  | 0 | 7  |    |         |     | SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?   |   |                         |             |
| 1  | 2 | 7  |    |         |     | SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?   |   |                         |             |
| 0  | 0 | 9  |    |         |     | SE 95c. If yes, what reasons were discussed for recommending removal?<br>Making up the work when grades are low.  |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change  | Timelines and Resources                                     | Closed Date |
|----|---|----|----|---------|-----|---|--|---|-------------|
| 0  | 0 | 9  |    |         |     | SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?<br>In the IEP Team meeting.   |  |   |             |
| 3  | 0 | 7  |    |         |     | SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services? |  |   |             |
| 10 | 0 | 0  |    |         |     | SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?   |  |   |             |
| 8  | 0 | 2  |    |         |     | SE 97. Have necessary supports been offered and/or provided to enable that participation?   |  |   |             |
| 8  | 0 | 2  |    |         |     | SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?   |  |   |             |
| 8  | 1 | 1  |    |         |     | SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?   |  |   |             |
| 8  | 0 | 2  |    |         |     | SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?   |  |   |             |
| 9  | 1 | 0  |    |         |     | SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?             |  |   |             |
|    |   |    |    |         |     | <b>Topical Area 3: Performance Indicators</b>   |  |   |             |
| Y  |   |    |    |         |     | 5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b><br><br><b>Standard:</b> The LEA uses dispute resolution processes for program improvement.   |  |   |             |
|    | N |    |    |         |     | 6. <b>FSA-GRADUATION RATES (SPP)</b><br><br><b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.  | The LEA will submit an improvement plan to address meeting the SPP target for graduation rates. The LEA will collaborate with PATTAN Pgh and the IU27 TAC to develop an improvement plan to boost graduation rates. The IP is due on July 4, 2021. BSE will review the plan for compliance and review the SEDRs for movement toward the targets. | 01/05/2022<br>LEA, IU 27 TAC, PATTAN PGH and BSE as needed. |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change  | Timelines and Resources   | Closed Date |
|---|---|----|----|---------|-----|--|--|---|-------------|
|   | N |    |    |         |     | 7. <b>FSA-DROPOUT RATES (SPP)</b><br><br><b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.                              | The LEA will submit an improvement plan to address meeting the SPP target for drop out rates. The LEA will collaborate with PATTAN Pgh to develop the plan and BSE data manager for coding of drop outs with the highly transient student population. The IP will be submitted by July 4, 2021. BSE will review the plan for compliance and review the SEDRs for movement toward the target. | 01/05/2022<br>LEA, IU 27 TAC, BSE data manager, PATTAN Pgh and BSE adviser as needed. |             |
|   |   | X  |    |         |     | 8A. <b>FSA-SUSPENSION RATES</b><br><br><b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state. |  |   |             |
|   | N |    |    |         |     | 11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b><br><br><b>Standard:</b> Students with disabilities are provided for in the least restrictive environment                              | The LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular education less than 40% of the day. The improvement plan will be submitted by July 4, 2021. BSE will review the plan for compliance and review the SEDRs for movement toward the targets.   | 01/05/2022<br>LEA, IU 27 TAC, PATTAN Pgh and BSE as needed.                           |             |
|   | N |    |    |         |     | 16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b><br><br><b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.      | The LEA will submit an improvement plan to address meeting the SPP target for participation rate. The improvement plan will be submitted to BSE by July 4, 2021. BSE will review the plan for compliance and review the SEDR for movement toward the targets.  | 01/05/2022<br>LEA, IU 27 TAC, PATTAN Pgh and BSE as needed.                           |             |
| Y |   |    |    |         |     | 16A. <b>FSA-LOCAL ASSESSMENT</b>   |  |   |             |
|   |   |    |    |         |     | <b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>   |  |   |             |
|   |   |    |    |         |     | <b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>   |  |   |             |
|   |   |    |    |         |     | <b>PERMISSION TO EVALUATE (File Reviews)</b>   |  |   |             |

| Y | N | NA | DK | Not Obs | % #  | Citation  | Required Corrective Action Evidence of Change  | Timelines and Resources                                    | Closed Date |
|---|---|----|----|---------|------|---|--|--|-------------|
| 0 | 1 | 9  |    |         | 100% | FR 153. PTE-Consent Form is present in the student file                           | LEA will develop a procedure to document in the individual student files the absence of the PTE that originated from another LEA. BSE will review selected student files for students enrolling in the LEA without completed documents concentrating on the PTE. BSE will also review any training to staff responsible for obtaining newly enrolled students. | 01/05/2022<br>LEA, IU 27 TAC, PATTAN Pgh and BSE as needed |             |
| 0 | 0 | 10 |    |         |      | FR 154. Demographic data  |  |  |             |
| 0 | 0 | 10 |    |         |      | FR 155. Reason(s) for referral for evaluation                                     |  |  |             |
| 0 | 0 | 10 |    |         |      | FR 156. Proposed types of tests and assessments                                   |  |  |             |
| 0 | 0 | 10 |    |         |      | FR 157. Contact person's name and contact information                             |  |  |             |
| 0 | 0 | 10 |    |         |      | FR 158. Parent signature or documentation of reasonable efforts to obtain consent |  |  |             |
| 0 | 0 | 10 |    |         |      | FR 159. Parent has selected a consent option                                      |  |  |             |
|   |   |    |    |         |      | <b>PERMISSION TO REEVALUATE (File Reviews)</b>                                    |  |  |             |
| 5 | 0 | 5  |    |         |      | FR 194. PTRE-Consent Form is present in the student file                          |  |  |             |
| 5 | 0 | 5  |    |         |      | FR 195. Demographic data  |  |  |             |
| 5 | 0 | 5  |    |         |      | FR 196. Reason for reevaluation   |  |  |             |
| 5 | 0 | 5  |    |         |      | FR 197. Types of assessment tools, tests and procedures to be used                |  |  |             |
| 5 | 0 | 5  |    |         |      | FR 198. Contact person's name and contact information                             |  |  |             |
| 5 | 0 | 5  |    |         |      | FR 199. Parent has selected a consent option                                      |  |  |             |
| 5 | 0 | 5  |    |         |      | FR 200. Parent signature or documentation of reasonable efforts to obtain consent |  |  |             |
|   |   |    |    |         |      | <b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>                             |  |  |             |
| 0 | 0 | 10 |    |         |      | FR 201. Agreement to Waive Reevaluation is present in the student file            |  |  |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 0 | 0 | 10 |    |         |     | FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)                      |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 203. Reason reevaluation is not necessary at this time is included  |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 204. Contact person's name and contact information  |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 205. Parent has selected a consent option   |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 206. Parent signature   |   |                         |             |
|   |   |    |    |         |     | <b>EVALUATION REPORT (INITIAL) (File Reviews)</b>  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 160. ER is present in the student file  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 161. Evaluation was completed within timelines  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 163. Demographic data   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 164. Date report was provided to parent   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 165. Reason(s) for referral   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 168. Teacher observations and observations by related service providers, when appropriate   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 169. Recommendations by teachers  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 1 | 0 | 9  |    |         |     | FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc. |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 173. Lack of appropriate instruction in reading  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 174. Lack of appropriate instruction in math   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 175. Limited English proficiency   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 176. Present levels of academic achievement  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 177. Present levels of functional performance  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 178. Behavioral information  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 179. Conclusions   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 180. Disability Category   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 181. Recommendations for consideration by the IEP team   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 182. Evaluation Team Participants documented   |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 183. For students evaluated for SLD documentation of Agree/Disagree  |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 184. Documentation that the student does not achieve adequately for age, etc.  |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 185. Indication of process(es) used to determine eligibility   |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 186. Instructional strategies used and student-centered data collected   |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 187. Educationally relevant medical findings, if any   |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 0 | 0 | 10 |    |         |     | FR 188. Effects of the student's environment, culture, or economic background  |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable   |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents   |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 191. Observation in the student's learning environment  |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 192. Other data if needed   |   |                         |             |
| 0 | 0 | 10 |    |         |     | FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team  |   |                         |             |
|   |   |    |    |         |     | <b>REEVALUATION REPORT (File Reviews)</b>  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 207. RR is present in the student file  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR) |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 210. Demographic data   |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 211. Date IEP team reviewed existing evaluation data  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)   |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 214. Aptitude and achievement tests   |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 215. Current classroom based assessments and local and/or state assessments   |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 9 | 0 | 1  |    |         |     | FR 216. Observations by teacher(s) and related service provider(s) when appropriate  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 217. Teacher recommendations  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 218. Lack of appropriate instruction in reading   |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 219. Lack of appropriate instruction in math  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 220. Limited English proficiency  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 221. Conclusion regarding need for additional data is indicated   |   |                         |             |
| 5 | 0 | 5  |    |         |     | FR 222. Reasons additional data are not needed are included  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 223. Determination whether the child has a disability and requires special education  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 224. Disability category(ies)   |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 225. Summary of findings includes student's educational strengths and needs   |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs  |   |                         |             |
| 4 | 0 | 6  |    |         |     | FR 228. Interpretation of additional data  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 229. Documentation that the student does not achieve adequately for age, etc.   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 230. Indication of process(es) used to determine eligibility  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 231. Instructional strategies used and student-centered data collected  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 232. Educationally relevant medical findings, if any  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 233. Effects of the student's environment, culture, or economic background  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable           |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 1 | 0 | 9  |    |         |     | FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 236. Observation in the student's learning environment  |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 237. Other data if needed   |   |                         |             |
| 1 | 0 | 9  |    |         |     | FR 238. Statement for all 6 items  |   |                         |             |
| 9 | 0 | 1  |    |         |     | FR 239. Documentation of Evaluation Team Participants  |   |                         |             |
| 2 | 0 | 8  |    |         |     | FR 240. Documentation that team members Agree/Disagree   |   |                         |             |
|   |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>  |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 24. Have you been asked to provide information for your child's evaluation/reevaluation?   |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?   |   |                         |             |
| 4 | 1 | 0  | 0  |         |     | P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?   |   |                         |             |
| 1 | 0 | 4  | 0  |         |     | P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation? |   |                         |             |
| 1 | 4 | 0  | 0  |         |     | P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?  |   |                         |             |
| 1 | 0 | 4  | 0  |         |     | P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?  |   |                         |             |
| 0 | 1 | 4  | 0  |         |     | P 53. Were the results of the IEE included in the school's Evaluation Report for your child?   |   |                         |             |
| 1 | 0 | 9  |    |         |     | SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?  |   |                         |             |
|   |   |    |    |         |     | <b>Topical Area 5: IEP Process and Content</b>   |   |                         |             |
|   |   |    |    |         |     | <b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>   |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 10 | 0 | 0  |    |         |     | FR 241. Invitation is present in the student file   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 243. Demographic data  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 244. Purpose(s) of the meeting   |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)   |   |                         |             |
| 4  | 0 | 6  |    |         |     | FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 248. Invited IEP team members  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 249. Date/time/location of meeting   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation  |   |                         |             |
|    |   |    |    |         |     | <b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>  |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file   |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 252. Demographic data  |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 253. Form designates required IEP team member(s) for whom attendance is not necessary  |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 254. Form designates which members will submit written input prior to the meeting  |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 255. Parent written consent is documented  |   |                         |             |
|    |   |    |    |         |     | FR 256. The team members excused:   |   |                         |             |
|    |   |    |    |         | 0   | a. General Education Teacher  |   |                         |             |
|    |   |    |    |         | 0   | b. Special Education Teacher  |   |                         |             |
|    |   |    |    |         | 0   | c. Local Education Agency Representative  |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
|    |   |    |    |         |     | <b>IEP CONTENT (File Reviews)</b>   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 257. IEP is present in the student file  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 258. IEP was completed within timelines  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 259. Demographic data  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 260. IEP implementation date   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 261. Anticipated duration of services and programs   |   |                         |             |
| 1  | 0 | 9  |    |         |     | FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting  |   |                         |             |
|    |   |    |    |         |     | <b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 263. Parents   |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 264. Student   |   |                         |             |
| 8  | 0 | 2  |    |         |     | FR 265. General Education Teacher   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 266. Special Education Teacher   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 267. Local Education Agency Representative   |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 270. Community Agency Representative   |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 271. Teacher of the Gifted   |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input                                    |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year   |   |                         |             |
|    |   |    |    |         |     | <b>SPECIAL CONSIDERATIONS (File Reviews)</b>  |   |                         |             |
| 1  | 0 | 9  |    |         |     | FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 275. If the student is deaf or hard of hearing, a communication plan   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--|---|-------------------------|-------------|
| 1  | 0 | 9  |    |         |     | FR 276. If the student has communication needs, needs must be addressed in the IEP   |   |                         |             |
| 3  | 0 | 7  |    |         |     | FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP   |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE  |   |                         |             |
| 1  | 0 | 9  |    |         |     | FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 280. If the student has other special considerations, these are addressed in the IEP  |   |                         |             |
|    |   |    |    |         |     | <b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 281. Student's present levels of academic achievement   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 282. Student's present levels of functional performance   |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 285. How the student's disability affects involvement and progress in the general education curriculum  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 286. Strengths  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 287. Academic, developmental, and functional needs related to student's disability  |   |                         |             |
|    |   |    |    |         |     | <b>TRANSITION SERVICES (File Reviews)</b>  |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment   |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living  |   |                         |             |
| 4  | 0 | 6  |    |         |     | FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action<br>Evidence of Change | Timelines and<br>Resources | Closed<br>Date |
|----|---|----|----|---------|-----|---|--|----------------------------|----------------|
| 5  | 0 | 5  |    |         |     | FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service                                      |  |                            |                |
| 5  | 0 | 5  |    |         |     | FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)                                     |  |                            |                |
| 5  | 0 | 5  |    |         |     | FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)   |  |                            |                |
| 5  | 0 | 5  |    |         |     | FR 292c. Annual goals are related to the student's transition services  |  |                            |                |
|    |   |    |    |         |     | <b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>   |  |                            |                |
| 10 | 0 | 0  |    |         |     | FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)   |  |                            |                |
| 10 | 0 | 0  |    |         |     | FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations                          |  |                            |                |
| 0  | 0 | 10 |    |         |     | FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams                                    |  |                            |                |
| 0  | 0 | 10 |    |         |     | FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate   |  |                            |                |
| 0  | 0 | 10 |    |         |     | FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)                                      |  |                            |                |
| 10 | 0 | 0  |    |         |     | FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)   |  |                            |                |
| 10 | 0 | 0  |    |         |     | FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations                    |  |                            |                |
| 0  | 0 | 10 |    |         |     | FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment |  |                            |                |
| 0  | 0 | 10 |    |         |     | FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate                                    |  |                            |                |
|    |   |    |    |         |     | <b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>   |  |                            |                |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 10 | 0 | 0  |    |         |     | FR 302. Measurable Annual Goals   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 303. Description of how student progress toward meeting goals will be measured   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 304. Description of when periodic reports on progress will be provided to parents  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 305. Documentation of progress reporting on Annual Goals   |   |                         |             |
| 1  | 0 | 9  |    |         |     | FR 306. Short Term Objectives   |   |                         |             |
|    |   |    |    |         |     | <b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 307. Program Modifications and Specially-Designed Instruction  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP                                      |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services   |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School  |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services   |   |                         |             |
| 5  | 0 | 5  |    |         |     | FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services                                       |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 10 | 0 | 0  |    |         |     | FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP |   |                         |             |
| 0  | 0 | 10 |    |         |     | FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 316. A conclusion regarding student eligibility for ESY  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination   |   |                         |             |
| 4  | 0 | 6  |    |         |     | FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program  |   |                         |             |
| 4  | 0 | 6  |    |         |     | FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services  |   |                         |             |
|    |   |    |    |         |     | <b>EDUCATIONAL PLACEMENT (File Reviews)</b>   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 322. Type of support, by amount (itinerant, supplemental, full-time)   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 324. Location of student's program (name of LEA where the IEP will be implemented)   |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 325. Location of student's program (name of School Building where the IEP will be implemented)   |   |                         |             |
| 3  | 0 | 7  |    |         |     | FR 326. If child will not be attending his/her neighborhood school, reason why not  |   |                         |             |
|    |   |    |    |         |     | <b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>  |   |                         |             |
| 10 | 0 | 0  |    |         |     | FR 327. Completed Section A or Section B  |   |                         |             |
|    |   |    |    |         |     | <b>IEP DEVELOPMENT</b>  |   |                         |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>   |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 5 | 0 | 0  | 0  |         |     | P 28. Were you invited to participate in your child's most recent IEP team meeting?   |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 29. Did you participate in developing the current IEP for your child?   |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 30. Was the meeting held at a time and location that was convenient for you?  |   |                         |             |
| 3 | 0 | 1  | 1  |         |     | P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?                            |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 32. Was the input you provided considered in the development of your child's current IEP?   |   |                         |             |
| 4 | 1 | 0  | 0  |         |     | P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?  |   |                         |             |
| 0 | 0 | 4  | 0  |         |     | P 32b. If no, what training or support would assist you?<br><br>Need more parent trainings on understanding IEPs and supports available to students.                            |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?   |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 35. Was the current IEP developed at the IEP meeting?   |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?  |   |                         |             |
| 5 | 0 | 0  | 0  |         |     | P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?   |   |                         |             |
| 0 | 0 | 5  | 0  |         |     | P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there? |   |                         |             |
| 0 | 0 | 5  | 0  |         |     | P 39. Was written input from the excused IEP team member(s) available to you before the meeting?  |   |                         |             |
|   |   | 5  | 0  |         |     | P 65. If you did not participate in your child's IEP meeting, what kept you from participating?   |   |                         |             |
| 1 | 5 | 1  |    |         |     | GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?  |   |                         |             |
| 0 | 3 | 4  |    |         |     | GE 75. Did you recommend any needed supports to implement the current IEP for this student?   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 0  | 0 | 7  |    |         |     | GE 76. Were those recommendations considered by the IEP team?   |   |                         |             |
| 7  | 0 | 0  |    |         |     | GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?   |   |                         |             |
| 6  | 1 | 0  |    |         |     | GE 87. Do you provide progress monitoring data as part of the IEP development process?  |   |                         |             |
|    |   |    |    |         |     | <b>IEP CONTENT</b>  |   |                         |             |
|    |   |    |    |         |     | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>  |   |                         |             |
| 4  | 1 | 0  | 0  |         |     | P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?  |   |                         |             |
| 4  | 1 | 0  | 0  |         |     | P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.   |   |                         |             |
| 7  | 0 | 0  |    |         |     | GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?   |   |                         |             |
| 7  | 0 | 0  |    |         |     | GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?   |   |                         |             |
| 7  | 0 | 0  |    |         |     | GE 83. Is the current IEP appropriate to meet this student's educational needs?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?  |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?  |   |                         |             |
| 8  | 0 | 2  |    |         |     | SE 104. If appropriate, are the student's annual goals based on functional performance?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons? |   |                         |             |



| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 9  | 0 | 1  |    |         |     | SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?  |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?   |   |                         |             |
| 8  | 0 | 2  |    |         |     | SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?   |   |                         |             |
| 0  | 0 | 2  |    |         |     | SE 117b. If yes, in what ways?<br><br>Small teacher-student ratio, lots of support and is making progress in the general education classroom. Doing well and performing well with grades. Stays on the work. Will be working with goals to get back on track.<br><br>Provided a high expectation for work. Different experiences with classmates.<br><br>Socialization, self-advocacy, work submission, and friendships.<br><br>Can complete the general education classroom curriculum.<br><br>The general education classroom maximizes potential. Able to complete the work.<br><br>Respectful and complying to verbal and physical prompts most of the time. Improvement seen in class participation. |   |                         |             |
| 0  | 0 | 10 |    |         |     | SE 117c. If no, what does this student need that he/she is not receiving?   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % #                        | Citation   | Required Corrective Action<br>Evidence of Change | Timelines and<br>Resources | Closed<br>Date |
|----|---|----|----|---------|----------------------------|--|--|----------------------------|----------------|
| 10 | 0 | 0  |    |         |                            | SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?  |  |                            |                |
|    |   |    |    |         |                            | <b>IEP IMPLEMENTATION</b>  |  |                            |                |
|    |   |    |    |         |                            | <b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>   |  |                            |                |
| 4  | 0 | 0  | 1  |         |                            | P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?   |  |                            |                |
| 5  | 0 | 0  | 0  |         |                            | P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?  |  |                            |                |
|    |   |    |    |         | 5<br>0<br>0<br>0<br>0<br>0 | P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |  |                            |                |
|    |   |    |    |         | 5<br>0<br>0<br>0<br>0<br>0 | P 58. My child's progress is reported to me by the school in a manner that I understand.<br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply                               |  |                            |                |
| 5  | 0 | 0  | 0  |         |                            | P 64. My child is receiving the supports and services agreed upon at the IEP meeting.  |  |                            |                |
| 5  | 0 | 2  |    |         |                            | GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?  |  |                            |                |
| 7  | 0 | 0  |    |         |                            | GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?                                 |  |                            |                |
| 0  | 0 | 7  |    |         |                            | GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?                       |  |                            |                |
| 0  | 0 | 7  |    |         |                            | GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?                                  |  |                            |                |
| 0  | 0 | 7  |    |         |                            | GE 79c. If yes, what reasons were discussed for recommending removal?  |  |                            |                |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 0  | 0 | 7  |    |         |     | GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?   |   |                         |             |
| 0  | 0 | 7  |    |         |     | GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?   |   |                         |             |
| 3  | 0 | 4  |    |         |     | GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP   |   |                         |             |
| 3  | 0 | 4  |    |         |     | GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP? |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?   |   |                         |             |
| 9  | 0 | 1  |    |         |     | SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?  |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?   |   |                         |             |
| 8  | 0 | 2  |    |         |     | SE 113. If required, were the testing accommodations included in this student's current IEP implemented?  |   |                         |             |
| 9  | 0 | 1  |    |         |     | SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?  |   |                         |             |
| 9  | 0 | 1  |    |         |     | SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?   |   |                         |             |
|    |   |    |    |         |     | <b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 2  | 0 | 3  | 0  |         |     | P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?  |   |                         |             |
| 5  | 0 | 0  | 0  |         |     | P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?  |   |                         |             |
| 5  | 0 | 0  | 0  |         |     | P 44. Did you receive an explanation of what would make your child eligible for ESY services?   |   |                         |             |
| 5  | 0 | 0  | 0  |         |     | P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?   |   |                         |             |
| 0  | 0 | 5  | 0  |         |     | P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?   |   |                         |             |
| 1  | 0 | 3  | 1  |         |     | P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?   |   |                         |             |
| 10 | 0 | 0  |    |         |     | SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?   |   |                         |             |
| 5  | 0 | 5  |    |         |     | SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?  |   |                         |             |
| 2  | 0 | 8  |    |         |     | SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services? |   |                         |             |
| 2  | 0 | 8  |    |         |     | SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?   |   |                         |             |
| 2  | 0 | 8  |    |         |     | SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?  |   |                         |             |
| 1  | 1 | 8  |    |         |     | SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?  |   |                         |             |
| 1  | 0 | 9  |    |         |     | SE 122e. If yes, are needed supplementary aids and services being provided to this student?   |   |                         |             |

| Y | N | NA | DK | Not Obs | % # | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
| 1 | 1 | 8  |    |         |     | SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?  |   |                         |             |
|   |   |    |    |         |     | <b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>  |   |                         |             |
| 3 | 0 | 2  | 0  |         |     | P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?  |   |                         |             |
| 3 | 0 | 1  | 1  |         |     | P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?  |   |                         |             |
| 0 | 3 | 1  | 1  |         |     | P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?  |   |                         |             |
| 0 | 0 | 5  | 0  |         |     | P 50c. If yes, what reasons were discussed for recommending removal?  |   |                         |             |
| 0 | 0 | 5  | 0  |         |     | P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?  |   |                         |             |
| 4 | 1 | 0  | 0  |         |     | P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?              |   |                         |             |
| 3 | 0 | 2  | 0  |         |     | P 50f. In your opinion, is your child benefiting from participation in the general education classroom?   |   |                         |             |
| 0 | 0 | 2  | 0  |         |     | P 50g. If yes, in what ways?<br><br>School has worked well in supporting the needs. Happy in the cyber setting. Benefiting by live classroom and regular classroom students as well as the small group interaction is beneficial. |   |                         |             |
| 0 | 0 | 5  | 0  |         |     | P 50h. If no, what does your child need that he/she is not receiving in the class?  |   |                         |             |
|   |   |    |    |         |     | P 59. I am satisfied with the transition services developed for my child.<br><br>2 Always<br>0 Sometimes<br>1 Rarely<br>0 Never<br>0 Don't Know<br>2 Does not Apply   |   |                         |             |

| Y  | N | NA | DK | Not Obs | % #                        | Citation   | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|--|---|-------------------------|-------------|
|    |   |    |    |         | 4<br>0<br>1<br>0<br>0<br>0 | P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.<br><br>Always<br>Sometimes<br>Rarely<br>Never<br>Don't Know<br>Does not Apply |   |                         |             |
| 4  | 0 | 6  |    |         |                            | SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?  |   |                         |             |
| 6  | 0 | 4  |    |         |                            | SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?   |   |                         |             |
|    |   |    |    |         |                            | <b>Topical Area 6: NOREP/PWN</b>   |   |                         |             |
|    |   |    |    |         |                            | <b>(File Reviews)</b>  |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 328. NOREP/PWN is present in the student file   |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 329. Demographic data   |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 330. Type of action taken   |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 331. A description of the action proposed or refused by the LEA   |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 332. An explanation of why the LEA proposed or refused to take the action   |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 333. A description of the other options the IEP team considered and the reason why those options were rejected  |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused   |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 335. Description of other factor(s) relevant to LEA's proposal or refusal   |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 336. Educational placement recommended (including amount and type)  |   |                         |             |
| 10 | 0 | 0  |    |         |                            | FR 337. Signature of school district superintendent or charter school CEO or designee  |   |                         |             |

| Y   | N | NA | DK | Not Obs | % # | Citation   | Required Corrective Action Evidence of Change   | Timelines and Resources                                       | Closed Date |
|---|---|----|----|---------|-----|--|---|---|-------------|
| 3   | 7 | 0  |    |         | 70% | FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)           | LEA will provide training to staff on completion of documents and obtaining parent consent. BSE will review selected student files to determine compliance and training attendance.   | 01/05/2022<br>LEA, IU 27,<br>PATTAN Pgh and<br>BSE as needed. |             |
| 3   | 7 | 0  |    |         | 70% | FR 339. Parent has selected a consent option   | LEA will provide training to staff on completion of documents and obtaining parent consent. BSE will review selected student files to determine compliance and training attendance.   | 01/05/2022<br>LEA, IU 27,<br>PATTAN Pgh and<br>BSE as needed. |             |
| 9   | 1 | 0  |    |         | 10% | FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP  | LEA will providing training to staff on completion of documents and how the IEP and NOREP must reflect the same programming. BSE will review selected student files to determine compliance and any training documentation. | 01/05/2022<br>LEA, IU 27,<br>PATTAN Pgh and<br>BSE as needed  |             |
| <b>INTERVIEW RESULTS (Parent)</b>                                 |   |    |    |         |     |  |   |   |             |
| 1   | 0 | 4  | 0  |         |     | P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected? |   |   |             |
|   |   |    |    |         |     | P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.                     |   |   |             |
|   |   |    |    |         | 4   | Always   |   |   |             |
|   |   |    |    |         | 1   | Sometimes  |   |   |             |
|   |   |    |    |         | 0   | Rarely   |   |   |             |
|   |   |    |    |         | 0   | Never  |   |   |             |
|   |   |    |    |         | 0   | Don't Know   |   |   |             |
|   |   |    |    |         | 0   | Does not Apply   |   |   |             |
| <b>Topical Area 7: Additional Interview Responses</b>             |   |    |    |         |     |  |   |   |             |
| <b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b> |   |    |    |         |     |  |   |   |             |
|   |   |    |    |         |     | P 54. I am a partner with school personnel when we plan my child's education program.  |   |   |             |
|   |   |    |    |         | 5   | Always   |   |   |             |
|   |   |    |    |         | 0   | Sometimes  |   |   |             |
|   |   |    |    |         | 0   | Rarely   |   |   |             |
|   |   |    |    |         | 0   | Never  |   |   |             |
|   |   |    |    |         | 0   | Don't Know   |   |   |             |
|   |   |    |    |         | 0   | Does not Apply   |   |   |             |
|   |   | 0  | 0  |         |     | P 66. Tell me anything you really like about your child's special education program.   |   |   |             |

| Y  | N | NA | DK | Not Obs | % #                             | Citation  | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|---------------------------------|---|---|-------------------------|-------------|
|    |   |    |    |         | 3<br>4<br>1<br>2<br>2<br>1<br>1 | d. staff's knowledge, training<br>g. staff open to suggestions, good communication<br>h. follow the IEP<br>i. support services<br>k. staff's understanding and attitude<br>m. services provided outside neighborhood school<br>n. other   |   |                         |             |
|    |   | 2  | 1  |         | 2                               | P 67. Tell me anything you would like to change about the program.<br>n. other  |   |                         |             |
|    |   | 0  | 0  |         | 2<br>1<br>1<br>1                | P 68. The school explains what options parents have if the parent disagrees with a decision of the school.<br>a. Very strongly agree<br>b. Strongly agree<br>c. Agree<br>e. Strongly disagree   |   |                         |             |
|    |   |    |    |         |                                 | P 69. Additional comments about your child's program.<br><br>Loves communication between PA Cyber and home. Has never had a better experience because PA Cyber calls about the positive things as well as the negative. Would not change a thing about the program. The special education department is really great. They have a specific individual assigned to handle the mechanical/technical add-ons (seeing the screen) who is on top of this area for the students. They are doing an amazing job. They go above and beyond. They have great standards and in comparison to previous experiences, they surpass all of those education outlets. There could be improvement with the way PA Cyber oversees IEPs. PA Cyber has individualized the program and made us feel supported. |   |                         |             |
| 10 | 0 | 0  |    |         |                                 | SE 101. Do you hold the required certification to implement this student's program?   |   |                         |             |
| 10 | 0 | 0  |    |         |                                 | SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?   |   |                         |             |
| 0  | 0 | 10 |    |         |                                 | SE 101b. If no, what training or support would assist you?  |   |                         |             |



| Y | N | NA | DK | Not Obs | % # | Citation                                      | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---|---|-------------------------|-------------|
|   |   |    |    |         |     | Topical Area 8: Other Non-compliance Issues   |   |                         |             |
|   |   |    |    |         |     | Topical Area 9: Other Improvement Plan Issues |   |                         |             |



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

## **PART I SUMMARY OF FINDINGS**

### **A. Review Process**

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

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

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

### **B. General Findings**

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

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

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

### **C. Overall Findings**

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

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

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

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

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

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

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

The status of compliance of the Pennsylvania Cyber CS is as follows:

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

### 3. TEACHER AND PARENT INTERVIEWS

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

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

### 4. CLASSROOM OBSERVATIONS

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

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

### 5. EDUCATIONAL BENEFIT REVIEW

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

## PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

## Conference Agenda

Each time slot will offer sessions from our PaTTAN Initiatives of Assistive Technology and AAC, Blind-Visual Impairment, Deaf and Hard of Hearing, Deaf-Blind, Significant Cognitive Disabilities, Traumatic Brain Injury, and Families to the MAX Statewide Parent Network.

Please check back to this web page for more information about specific session topics and speakers!

### Monday, November 8, 2021

8:00 am to 12:00 pm - Closed Sessions for BrainSTEPS Team Leaders and Deaf-Blind Grant Teams (In Person Only)

12:00 pm to 5:00 pm - Registration

1:00 pm to 3:00 pm - Concurrent Sessions

3:00 pm to 3:20 pm - Break

3:20 pm to 5:20 pm - Concurrent Sessions

### Tuesday, November 9, 2021

8:00 am to 5:00 pm - Registration (In Person Only)

9:00 am to 11:00 am - Concurrent Sessions

11:00 am to 12:15 pm - Lunch

12:15 pm to 2:15 pm - Concurrent Sessions

2:15 pm to 2:30 pm - Break

2:30 pm to 4:30 pm - Concurrent Sessions

**Wednesday,  
November  
10, 2021**

**7:00 am to 10:00  
am  
- Registration**

**7:00 am to 8:00  
am - Breakfast**

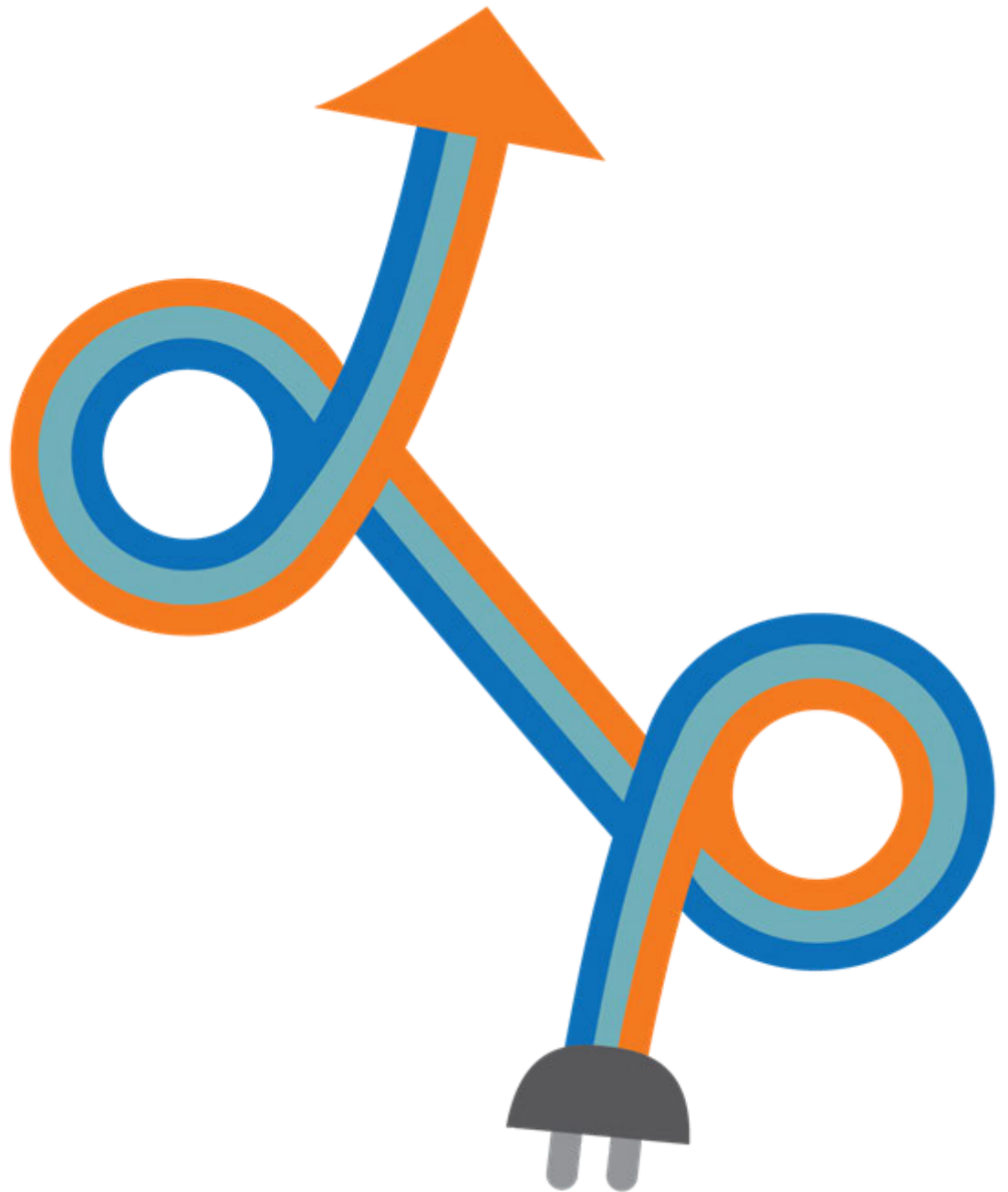
**8:00 am to 9:00  
am - Keynote**

**9:00 am to  
9:15 am - Break**

**9:15 am to 10:45  
am - Concurrent  
Sessions**

**10:45 am to 11:00  
am - Break**

**11:00 am to 12:30  
pm - Concurrent  
Sessions**



PaTTAn Helix Attendance

Marissa Mangie



## Academy Agenda

# Agenda

## Tuesday

|                   |                 |
|-------------------|-----------------|
| 1:00 PM – 2:30 PM | Opening Keynote |
| 2:30 PM – 2:45 PM | Break           |
| 2:45 PM – 3:45 PM | Breakout 1      |
| 3:45 PM – 4:00 PM | Break           |
| 4:00 PM – 5:30 PM | Breakout 2      |
| 5:45 PM – 7:00 PM | Reception       |

## Wednesday

|                     |            |
|---------------------|------------|
| 8:30 AM – 9:30 AM   | Breakout 3 |
| 9:30 Am – 9:45 AM   | Break      |
| 9:45 AM – 10:45 AM  | Breakout 4 |
| 10:45 AM – 11:00 AM | Break      |
| 11:00 AM – 12:00 PM | Breakout 5 |
| 12:00 PM – 1:00 pm  | Lunch      |
| 1:00 PM – 2:00 PM   | Breakout 6 |
| 2:00 PM – 2:15 PM   | Break      |
| 2:15 PM – 3:15 PM   | Breakout 7 |
| 3:15 PM – 3:30 PM   | Break      |

|                          |                   |
|--------------------------|-------------------|
| <b>3:30 PM - 4:45 PM</b> | <b>Breakout 8</b> |
|--------------------------|-------------------|

## **Thursday**

|                            |                        |
|----------------------------|------------------------|
| <b>8:30 AM - 9:30 AM</b>   | <b>Breakout 9</b>      |
| <b>9:30 AM - 9:45 AM</b>   | <b>Break</b>           |
| <b>9:45 AM - 10:45 AM</b>  | <b>Breakout 10</b>     |
| <b>10:45 AM - 11:00 AM</b> | <b>Break</b>           |
| <b>11:00 AM - 12:00 PM</b> | <b>Closing Keynote</b> |

PaTTAn Academy

Nichole Seminara

Mike Shoaf



# LETTERS<sup>®</sup>

for **Early Childhood Educators**

GRADES: PREK–K



**A Child's First Steps to  
Early Literacy Set the Tone  
for a Lifetime of Learning**

Developmentally appropriate content are woven throughout this professional learning course, providing the in-depth knowledge PreK–K teachers need to teach language and literacy skills to every student . . . and set them on a path for continued success.

## A PROVEN RECORD OF SUCCESS

**LETRS for Early Childhood Educators** aligns with the recommendations of the 2008 National Early Literacy Panel on Developing Early Literacy and is compatible with any quality literacy program.



“

*“The LETRS course is equipping Alabama’s PreK–third grade teachers with background knowledge about the science of reading, in order to fully support literacy instruction and provide individualized support for students who struggle with learning to read. The initial feedback has been extremely positive from LETRS’ participants and we hope to expand this opportunity.”*

”

Barbara Cooper, Ph.D.,

Director of Strategic Initiatives and Family Engagement,  
Alabama Department of Early Childhood Education

## OUTSTANDING AUTHORSHIP

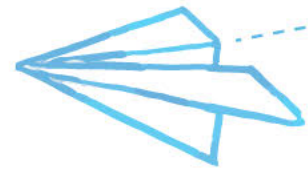


by Lucy Hart Paulson, Ed.D.,  
and Louisa C. Moats, Ed.D.





# EARLY LITERACY MATTERS



## Give Teachers the Knowledge They Need to Make an Impact on Every Young Learner

**SELF-PACED,  
ANYTIME, ANYWHERE  
ACCESS TO CONTENT**  
for a dynamic professional learning experience

### Give Every Child the Strong Start They Deserve

**LETRS for Early Childhood Educators** is a specialized professional development course of study that provides practical information for building language and cognitive skills. The program uses a balance of teacher- and student-centered social-emotional, and physical development essential for young children before learning to read and write. This course of study bridges deep, meaningful research into practical classroom application.

### LETRS for Early Childhood Educators:

- Empowers teachers with deeper knowledge of effective skills
- Provides comprehensive professional development surrounding early literacy and language development
- Presents engaging and effective strategies and activities for immediate classroom use
- Illustrates how to interpret assessment data to differentiate instruction
- Helps educators build deep understanding of oral language, phonological processing, and print knowledge



**LETRS for Early Childhood Educators** empowers teachers to understand the **WHAT, WHY, and the HOW** of early literacy instruction

Flexible and proven in the classroom, this professional learning experience, authored by Dr. Lucy Hart Paulson, is based on years of research about teacher knowledge, teacher learning, and acquisition of early literacy skills, with the essential tools needed for teachers to bridge learning into developmentally appropriate practice (DAP) in the early childhood classroom.



### Teachers trained in LETRS for Early Childhood Educators are able to:

- Provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, purposeful play
- Ensure early learners acquire foundational literacy and language skills
- Help young students who have not yet learned vital early literacy skills

### Teachers will gain understanding of:

- Early literacy foundations through developmentally appropriate practice (DAP) with assessments considerations to improve instruction
- The value and impact of oral language and how phonological development and interactive language strategies support early literacy skills
- The essential components of print knowledge and the progression of concepts



## With *LETRS for Early Childhood Educators*, you receive:

- *LETRS for Early Childhood Educators* manual
- A one-year license for the *LETRS Early Childhood Educators* professional development online course
- Flexible options for completing the online coursework and participating in face-to-face interactive workshops.

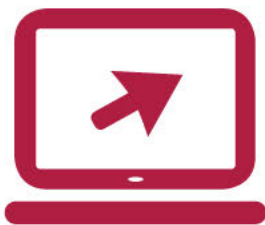


## Relevant Content for Early Educators

The *LETRS for Early Childhood Educators* professional development course consists of four units:



- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <b>1</b> Early Literacy Foundations | <b>3</b> Phonological "PH"oundations |
| <b>2</b> Oral Language Connections  | <b>4</b> Print Knowledge             |



Contact your local representative and schedule a demonstration today.  
[info@voyagersopris.com](mailto:info@voyagersopris.com) • 800.956.2860



## About the 2022 Symposium

June 14th-16th, 2022

The 2022 PaTTAN Literacy Symposium will provide educators in all capacities with the opportunity to deepen their knowledge and skills pertaining to evidence-based practices in reading instruction in grades K-12.

### Target Audience

Elementary Educators, Secondary Educators, Special Education Teachers, Speech Language Practitioners, School Leaders/Administrators, Reading Specialists, Teachers of English Language Learners, Literacy Coaches, Instructional Support Team Members, School Psychologists, Pre-Service Teachers, Higher Education Instructors, Paraprofessionals, and Families.

[Schedule \(/?iframe=yes&w=100%&sidebar=no&bg=no\)](#)

[Speakers \(directory/speakers?iframe=yes&w=100%&sidebar=no&bg=no\)](#)

[PaTTAN Consultants \(directory/artists?iframe=yes&w=100%&sidebar=no&bg=no\)](#)

[Sponsors \(directory/sponsors?iframe=yes&w=100%&sidebar=no&bg=no\)](#)

[Event Raffle \(directory/exhibitors?iframe=yes&w=100%&sidebar=no&bg=no\)](#)

[Search \(search?iframe=yes&w=100%&sidebar=no&bg=no\)](#)



**Tuesday, June 14**

8:45am EDT

Keynote: What Do Phonemes Have to Do with It?

DR. LOUISA MOATS

(event/vfwt/keynote-what-do-phonemes-have-to-do-with-it?iframe=yes&w=100%&sidebar=no&bg=no)

10:00am EDT

02. Secondary Leadership in Developing MTSS at the Secondary Level

DR. CHRISTOPHER CATON • BRIAN FADDEN • MICHELE BURTON • DR. MELISSA RAMIREZ • JACOB MINSINGER

(event/109pc/02-secondary-leadership-in-developing-mtss-at-the-secondary-level?iframe=yes&w=100%&sidebar=no&bg=no)

03. Breaking Barriers How School Leaders Can prioritize Practices that Maximize Literacy Learning

JESS SURLES

(event/zg2s/03-breaking-barriers-how-school-leaders-can-prioritize-practices-that-maximize-literacy-learning?iframe=yes&w=100%&sidebar=no&bg=no)

04. Structured Literacy Among English Learners: What every teacher should know

DR. ELSA CARDENAS-HAGAN

(event/zdkH/04-structured-literacy-among-english-learners-what-every-teacher-should-know?iframe=yes&w=100%&sidebar=no&bg=no)

06. Advancing the Science of Reading in Higher Education in Pennsylvania

DR. LORI SEVERINO • DR. ESTHER LINDSTRÖM • DR. KATHLEEN BIDDLE

(event/109k2/06-advancing-the-science-of-reading-in-higher-education-in-pennsylvania?iframe=yes&w=100%&sidebar=no&bg=no)

07. The Writing Rope: A Framework for Evidence Based Writing Instruction

JOAN SEDITA

(event/100LB/07-the-writing-rope-a-framework-for-evidence-based-writing-instruction?iframe=yes&w=100%&sidebar=no&bg=no)

08. The Syntax Attuned Educator: Supporting Students' Ability to Comprehend and Write Sentences

DR. MARGIE GILLIS

(event/109jn/08-the-syntax-attuned-educator-supporting-students-ability-to-comprehend-and-write-sentences?iframe=yes&w=100%&sidebar=no&bg=no)

09 Teaching reading using a speech to print approach A new twist of the Reading Rope

DR. JAN WASOWICZ

(event/vfxo/09 teaching reading using a speech to print approach a new-twist-of-the-reading-rope?iframe=yes&w=100%&sidebar=no&bg=no)

11. A Classwide Reading Intervention that Works

LINDSAY KEMENY

(event/vfxW/11-a-classwide-reading-intervention-that-works?iframe yes&w 100%&sidebar no&bg no)

12. Stop the Stall, Move Fragile adolescent Readers Forward

MARILYN SPRICK

(event/xc5q/12 stop the stall move fragile adolescent readers forward?iframe=yes&w=100%&sidebar=no&bg=no)

13. ECRI - A school's journey in systematic equitable reading outcomes for all students

DANIELLE YODER • JONATHAN KLINGEMAN • LAURIE KORMAN • JAYMIE RAMEY

(event/vfxi/13-ecri-a-schools-journey-in-systematic-equitable-reading-outcomes-for-all-students?iframe=yes&w=100%&sidebar=no&bg=no)

14. The Arc of Vocabulary: Oral Language Links to Comprehension for the Classroom Teacher

JUDI DOD ON

(event/zdmX/14-the-arc-of-vocabulary-oral-language-links-to-comprehension-for-the-classroom-teacher?iframe=yes&w=100%&sidebar=no&bg=no)

15 Introduction to See the Sound Visual Phonics©

UE ANN HOU ER

(event/zhHH/15-introduction-to-see-the-sound-visual-phonicsc?iframe yes&w 100%&sidebar no&bg no)

16. Spelling: Visible Language to Inform Instruction and Intervention

DR. PAMELA KASTNER • TAMBRA ISENBERG • ERIN EIGHMY

(event/108z0/16 spelling visible language to inform instruction and intervention?iframe=yes&w=100%&sidebar=no&bg=no)

17. Coaching Components For The Post-COVID Era: Face 2 Face; Flipped or Mixed!

HEATHER L POTT • ERIN HAMILTON • ERIN MCMANAMON

(event/vg9H/17-coaching-components-for-the-post-covid-era-face-2-face-flipped-or-mixed?iframe=yes&w=100%&sidebar=no&bg=no)

18. Secondary Reading: Implementing High-Leverage Practices

DR. ANITA ARCHER

(event/zg41/18 secondary reading implementing high leverage practices?iframe=yes&w=100%&sidebar=no&bg=no)

19. Facilitator Training - Parent Workshop on Early Reading Skills

DR. LORI SEVERINO • NICOLE KINGSLAND

(event/vfxB/19-facilitator-training-parent-workshop-on-early-reading-skills?iframe=yes&w=100%&sidebar=no&bg=no)

20. Teaching Morphological Awareness - What Does it Look Like for Grades K-3?

DR. DEB GLASER

(event/vfy3/20-teaching-morphological-awareness-what-does-it-look-like-for-grades-k-3?iframe=yes&w=100%&sidebar=no&bg=no)

21. Enhancing Your Core Reading Program Instruction (K-2)

JESS SURLS

(event/vfy0/21-enhancing-your-core-reading-program-instruction-k-2?iframe=yes&w=100%&sidebar=no&bg=no)

22. Making Connections: Communication and Literacy with AAC users

TAMMY THOMPSON-COOKE

(event/108ut/22-making-connections-communication-and-literacy-with-aac-users?iframe=yes&w=100%&sidebar=no&bg=no)

23. Teaching Spelling to Intermediate Poor Spellers: Never Too Late

DR. LOUISA MOATS

(event/108u5/23-teaching-spelling-to-intermediate-poor-spellers-never-too-late?iframe=yes&w=100%&sidebar=no&bg=no)

24. Weighing the Hog Doesn't Make it Fatter: Linking Assessment to Instruction in a MTSS Model

DR. STEPHANIE STOLLAR

(event/108ms/24-weighing-the-hog-doesnt-make-it-fatter-linking-assessment-to-instruction-in-a-mtss-model?iframe=yes&w=100%&sidebar=no&bg=no)

**Wednesday, June 15**

TBA

William Van Cleave- Memorial Video

(event/14X2M/william-van-cleave-memorial-video?iframe=yes&w=100%&sidebar=no&bg=no)

8:30am EDT

25. Distinguishing between difference, disorder, and disadvantage: Cultural considerations for diverse readers

DR. LAKEISHA JOHNSON

(event/vg9E/25-distinguishing-between-difference-disorder-and-disadvantage-cultural-considerations-for-diverse-readers?iframe=yes&w=100%&sidebar=no&bg=no)

26. How and When To Use Decodable Readers for Maximum Effectiveness

LINDA FARRELL

(event/vfwz/26-how-and-when-to-use-decodable-readers-for-maximum-effectiveness?iframe=yes&w=100%&sidebar=no&bg=no)

27. Effective Vocabulary Instruction: Throw Away the Dictionary

MICHAEL HUNTER

(event/xc4l/27-effective-vocabulary-instruction-throw-away-the-dictionary?iframe=yes&w=100%&sidebar=no&bg=no)

28. Language Structures and Verbal Reasoning: Missing Links in Close Reading Lessons

DR. CAROL TOLMAN

(event/zg50/28-language-structures-and-verbal-reasoning-missing-links-in-close-reading-lessons?iframe=yes&w=100%&sidebar=no&bg=no)

29. The Role of Executive Skills in Literacy Development

DR. PEG DAWSON

(event/zhMG/29-the-role-of-executive-skills-in-literacy-development?iframe=yes&w=100%&sidebar=no&bg=no)

30. Transitioning from Word Walls to Sound Walls: Why We Should and How To Do It

DR. KATHARINE PACE MILES • DR. MARY DAHLGREN

(event/109mq/30-transitioning-from-word-walls-to-sound-walls-why-we-should-and-how-to-do-it?iframe=yes&w=100%&sidebar=no&bg=no)

31. Literacy Leader: Using Your Special Education Data Report (SEDR) to Improve Reading Outcomes

NICHOLE KOPCO

(event/10Tnt/31-literacy-leader-using-your-special-education-data-report-sedr-to-improve-reading-outcomes?iframe=yes&w=100%&sidebar=no&bg=no)

32. Too Important To Fail: Implementing Literacy Instruction Changes During the Pandemic

DR. CHRISTOPHER CATON

(event/108nv/32-too-important-to-fail-implementing-literacy-instruction-changes-during-the-pandemic?iframe=yes&w=100%&sidebar=no&bg=no)

10:00am EDT

33. Syllables or Morphemes? When to Teach Which and Why

DR. DEVIN M. KEARNS

(event/vg9l/33-syllables-or-morphemes-when-to-teach-which-and-why?iframe=yes&w=100%&sidebar=no&bg=no)

34. Inference: Multiple Contributions to Comprehension

NANCY HENNESSY

(event/vfx2/34-inference-multiple-contributions-to-comprehension?iframe=yes&w=100%&sidebar=no&bg=no)

### 35. Using Sound Walls to Encode Irregular Words

CAYLA DOHEY • CAITLIN MARTIN • KARA GARDNER

(event/xc5D/35-using-sound-walls-to-encode-irregular-words?iframe=yes&w=100%&sidebar=no&bg=no)

### 36. First Step in MTSS for Reading? Flip the Triangle Right Side Up

DR. MATTHEW K. BURNS

(event/xc5k/36-first-step-in-mtss-for-reading-flip-the-triangle-right-side-up?iframe=yes&w=100%&sidebar=no&bg=no)

### 38. Embracing the Scientific Revolution in Reading: And Dragging Your Colleagues Along With You

DR. DAVID KILPATRICK

(event/zrFh/38-embracing-the-scientific-revolution-in-reading-and-dragging-your-colleagues-along-with-you?iframe=yes&w=100%&sidebar=no&bg=no)

### 39. Writing to Learn: Short Writing in the Content Areas

DR. ANITA ARCHER

(event/zg63/39-writing-to-learn-short-writing-in-the-content-areas?iframe=yes&w=100%&sidebar=no&bg=no)

LETRS Attendance

Megan Williams

Marissa Mangie

Tiffany Robinson

PaTTAN Literacy Symposium

Edward Monohan

Marissa Mangie

Kristi Hronas

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Pennsylvania State Police Bethlehem Barracks**

**and**

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

**2021-2022 School Year**

**I. Introduction**

**A. Parties**

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

**PENNSYLVANIA STATE POLICE BETHLEHEM BARRACKS**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
ALLENTOWN REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

3. Information From Student Records

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

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

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

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



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

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

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

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

#### **E. Priorities of the Law Enforcement Authority**

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### **F. Priorities of the School Entity**

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

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

### **A. Mandatory Notification**

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

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

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

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

- xiv. Section 3126 (relating to indecent assault).
  - xv. Section 3301 (relating to arson and related offenses).
  - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
  - xvii. Section 3502 (relating to burglary).
  - xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
  - xix. Section 5501 (relating to riot).
  - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. § § 780-101--780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

#### **B. Discretionary Notification**

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

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

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

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

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:
  - a. Meet with contact person and locate scene of incident.
  - b. Stabilize incident.
  - c. Provide/arrange for emergency medical treatment, if necessary.
  - d. Control the scene of the incident.
    - i. Secure any physical evidence at the scene.

- ii. Identify involved persons and witnesses.
- e. Conduct investigation.
- f. Exchange information.
- g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:

- a. Meet with contact person.
- b. Recover any physical evidence.
- c. Conduct investigation.
- d. Exchange information.
- e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

#### **B. Custody of Actors**

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:

- a. The student has been placed under arrest.
- b. The student is being placed under investigative detention.
- c. The student is being taken into custody for the protection of the student.
- d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

#### **IV. Assistance of School Entities**

##### **A. In Loco Parentis**

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

##### **B. Notification of Parent or Guardian**

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are

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

#### 2. Victims

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

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

#### 3. Witnesses

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

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

#### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

#### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### D. Reporting Requirements

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

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

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

**Pennsylvania Cyber Charter School:**

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

**Pennsylvania State Police Bethlehem Barracks:**

  
\_\_\_\_\_  
Capt. [Name]  
Chief Law Enforcement Authority



**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Millcreek Township Police Department**

**and**

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

**2021-2022 School Year**

**I. Introduction**

**A. Parties**

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

**MILLCREEK TOWNSHIP POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
ERIE REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

3. Information From Student Records

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

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

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

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

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

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

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

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1,2,sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

#### **E. Priorities of the Law Enforcement Authority**

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### **F. Priorities of the School Entity**

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

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

### **A. Mandatory Notification**

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

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

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

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

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

#### **B. Discretionary Notification**

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

### C. Law Enforcement Response to Notification

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:
  - a. Meet with contact person and locate scene of incident.
  - b. Stabilize incident.
  - c. Provide/arrange for emergency medical treatment, if necessary.
  - d. Control the scene of the incident.
    - i. Secure any physical evidence at the scene.
    - ii. Identify involved persons and witnesses.
  - e. Conduct investigation.

- f. Exchange information.
  - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
2. Incidents not in progress:
    - a. Meet with contact person.
    - b. Recover any physical evidence.
    - c. Conduct investigation.
    - d. Exchange information.
    - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

**B. Custody of Actors**

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:

- a. The student has been placed under arrest.
- b. The student is being placed under investigative detention.
- c. The student is being taken into custody for the protection of the student.
- d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

**IV. Assistance of School Entities**

**A. In Loco Parentis**

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

**B. Notification of Parent or Guardian**

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

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

protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

#### 2. Victims

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

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

#### 3. Witnesses

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

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

#### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

#### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

### D. Reporting Requirements

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.



b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.


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

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

Pennsylvania Cyber Charter School:

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

Millcreek Township Police Department:

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

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Greensburg Police Department**

**and**

**Pennsylvania Cyber Charter School  
Greensburg Regional Office  
351 Harvey Ave  
Greensburg PA 15601**

**2020-2021 School Year**

**I. Introduction**

**A. Parties**

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

**GREENSBURG POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
GREENSBURG REGIONAL OFFICE**

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

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

**Board Approved: July 18, 2016**

#### D. Legal Authority

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

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

#### 3. Information From Student Records

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

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

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

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

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

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

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

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

#### E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

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

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

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

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

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses).

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. § § 780-101—780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

## B. Discretionary Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 2701 (relating to simple assault).

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure).

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a

child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.

8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

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

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

### **B. Custody of Actors**

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

### **IV. Assistance of School Entities**

#### **A. In Loco Parentis**

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning



conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

#### B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

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

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

##### 3. Witnesses

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

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

##### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

##### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### **D. Reporting Requirements**

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

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

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



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

PACyber

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



#365  
Chief Law Enforcement Authority

CITY OF GREENSBURG  
Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Swatara Township Police Department**

**and**

**Pennsylvania Cyber Charter School  
Harrisburg Regional Office  
479 Portview Dr.  
Harrisburg PA 17111**

**2020-2021 School Year**

**I. Introduction**

**A. Parties**

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

**SWATARA TOWNSHIP POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
HARRISBURG REGIONAL OFFICE**

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

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

**Board Approved: July 18, 2016**

#### D. Legal Authority

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

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

#### 3. Information From Student Records

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

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

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

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

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

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

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

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>21;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

#### E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating to institutional sexual assault).
- xiii. Section 3125 (relating to aggravated indecent assault).
- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses).
- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- xvii. Section 3502 (relating to burglary).
- xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
- xix. Section 5501 (relating to riot).
- xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. §§ 780-101—780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

#### B. Discretionary Notification

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

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
  - i. Section 2701 (relating to simple assault).
  - ii. Section 2705 (relating to recklessly endangering another person).
  - iii. Section 2706 (relating to terroristic threats).
  - iv. Section 2709 (relating to harassment).
  - v. Section 3127 (relating to indecent exposure).
  - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR:300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a



child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.

8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

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

#### **3. Incidents initially reported to the Law Enforcement Authority**

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

### **B. Custody of Actors**

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

### **IV. Assistance of School Entities**

#### **A. In Loco Parentis**

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning

conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

#### B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

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

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

##### 3. Witnesses

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

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

##### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

##### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### **D. Reporting Requirements**

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

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

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



Chief School Administrator

PACyber

School Entity

 #1

Chief Law Enforcement Authority

Swatara Township Police Dept

Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Midland Police Department**

**and**

**Pennsylvania Cyber Charter School  
652 Midland Ave  
Midland PA 15059**

**2020-2021 School Year**

**I. Introduction**

**A. Parties**

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

**MIDLAND POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL**

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

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

**D. Legal Authority**

**Board Approved: July 18, 2016**

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. § § 13-1301-A—13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information From Student Records

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

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

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

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

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f3;1;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

#### E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

**F. Priorities of the School Entity**

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

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

**A. Mandatory Notification**

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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



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

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating to institutional sexual assault).
- xiii. Section 3125 (relating to aggravated indecent assault).
- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses).
- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- xvii. Section 3502 (relating to burglary).
- xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
- xix. Section 5501 (relating to riot).
- xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. § 780-101—780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

#### B. Discretionary Notification

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

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
  - i. Section 2701 (relating to simple assault).
  - ii. Section 2705 (relating to recklessly endangering another person).
  - iii. Section 2706 (relating to terroristic threats).
  - iv. Section 2709 (relating to harassment).
  - v. Section 3127 (relating to indecent exposure).
  - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a

child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.

8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

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

3. Incidents initially reported to the Law Enforcement Authority

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

### **B. Custody of Actors**

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

### **IV. Assistance of School Entities**

#### **A. In Loco Parentis**

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning

conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

#### B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

1. **General Principles:** Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

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

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

##### 3. Witnesses

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

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

##### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

##### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### **D. Reporting Requirements**

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

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

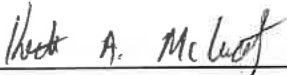
D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



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

PACyber

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



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

Midland Borough Police  
\_\_\_\_\_  
Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Ridley Township Police Department**

**and**

**Pennsylvania Cyber Charter School  
Philadelphia Regional Office  
1553 Chester Pike Ste 202  
Crum Lynne PA 19002**

**2020-2021 School Year**

**I. Introduction**

**A. Parties**

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

**RIDLEY TOWNSHIP POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
PHILADELPHIA REGIONAL OFFICE**

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

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



#### D. Legal Authority

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

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

##### 3. Information From Student Records

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

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

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

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

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

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

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

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

#### E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

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

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

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses).

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. § § 780-101—780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

## B. Discretionary Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 2701 (relating to simple assault).

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure).

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a

child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.

8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

- a. Meet with contact person and locate scene of incident.
- b. Stabilize incident.
- c. Provide/arrange for emergency medical treatment, if necessary.
- d. Control the scene of the incident.
  - i. Secure any physical evidence at the scene.
  - ii. Identify involved persons and witnesses.
- e. Conduct investigation.
- f. Exchange information.
- g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

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.

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.

custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

### **IV. Assistance of School Entities**

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning

conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

#### B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

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

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

##### 3. Witnesses

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

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

##### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

##### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the Individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### **D. Reporting Requirements**

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.



B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

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

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



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

PACyber

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



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

RIDLEY TOWNSHIP POLICE

Law Enforcement Agency

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**State College Police Department**

**and**

**Pennsylvania Cyber Charter School  
1700 S Atherton St.  
State College PA 16801**

**2021-2022 School Year**

**I. Introduction**

**A. Parties**

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

**STATE COLLEGE POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATE COLLEGE REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

3. Information From Student Records

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

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

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

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

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

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

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

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>11;sup</sup> {foot}Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

#### **E. Priorities of the Law Enforcement Authority**

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### **F. Priorities of the School Entity**

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

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

### **A. Mandatory Notification**

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

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

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

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

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

#### **B. Discretionary Notification**

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

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

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:
  - a. Meet with contact person and locate scene of incident.
  - b. Stabilize incident.
  - c. Provide/arrange for emergency medical treatment, if necessary.
  - d. Control the scene of the incident.
    - i. Secure any physical evidence at the scene.

- ii. Identify involved persons and witnesses.
- e. Conduct investigation.
- f. Exchange information.
- g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
- 2. Incidents not in progress:
  - a. Meet with contact person.
  - b. Recover any physical evidence.
  - c. Conduct investigation.
  - d. Exchange information.
  - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

**B. Custody of Actors**

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

**IV. Assistance of School Entities**

**A. In Loco Parentis**

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

**B. Notification of Parent or Guardian**

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

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

- 1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are



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

#### 2. Victims

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

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

#### 3. Witnesses

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

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

#### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

#### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### **D. Reporting Requirements**

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.


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

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

**Pennsylvania Cyber Charter School:**

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

**State College Police Department:**

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

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Pittsburgh Police Department**

**and**

**Pennsylvania Cyber Charter School  
2600 East Carson St.  
Pittsburgh PA 15202**

**2021-2022 School Year**

**I. Introduction**

**A. Parties**

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

**PITTSBURGH POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
PITTSBURGH REGIONAL OFFICE**

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

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

**D. Legal Authority**

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

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

**3. Information From Student Records**

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

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

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

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

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

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

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

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

#### **E. Priorities of the Law Enforcement Authority**

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### **F. Priorities of the School Entity**

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

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

### **A. Mandatory Notification**

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

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

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

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses).
- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- xvii. Section 3502 (relating to burglary).
- xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
- xix. Section 5501 (relating to riot).
- xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. § § 780-101—780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

## **B. Discretionary Notification**

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 2701 (relating to simple assault).

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure).

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).

viii. Chapter 39 (relating to theft and related offenses).

ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

x. Section 5503 (relating to disorderly conduct).

xi. Section 6305 (relating to sale of tobacco).

xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

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

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.

13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:
  - a. Meet with contact person and locate scene of incident.
  - b. Stabilize incident.
  - c. Provide/arrange for emergency medical treatment, if necessary.
  - d. Control the scene of the incident.
    - i. Secure any physical evidence at the scene.



- ii. Identify involved persons and witnesses.
- e. Conduct investigation.
- f. Exchange information.
- g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:

- a. Meet with contact person.
- b. Recover any physical evidence.
- c. Conduct investigation.
- d. Exchange information.
- e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

## **B. Custody of Actors**

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:

- a. The student has been placed under arrest.
- b. The student is being placed under investigative detention.
- c. The student is being taken into custody for the protection of the student.
- d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

## **IV. Assistance of School Entities**

### **A. In Loco Parentis**

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

### **B. Notification of Parent or Guardian**

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are

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

#### 2. Victims

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

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

#### 3. Witnesses

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

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

#### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

#### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

### **D. Reporting Requirements**

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

**A.** This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

**B.** This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

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

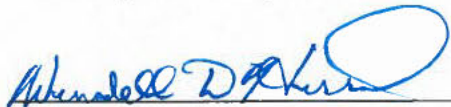
**D.** All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

**Pennsylvania Cyber Charter School:**



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Brian Hayden, C.E.O.

**Pittsburgh Police Department:**



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Chief Law Enforcement Authority

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Northern Regional Police Department**

**and**

**Pennsylvania Cyber Charter School  
200 Pinewood Lane, Suite 100  
Warrendale, PA 15086**

**2020-2021 School Year**

**I. Introduction**

**A. Parties**

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

**NORTHERN REGIONAL POLICE DEPARTMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
WARRENDALE REGIONAL OFFICE**

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

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

**D. Legal Authority**

**Board Approved: July 18, 2016**

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. § § 13-1301-A—13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information From Student Records

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

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

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

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

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

#### E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

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

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

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses).

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. § 780-101—780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

## B. Discretionary Notification

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

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 2701 (relating to simple assault).

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure).

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

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

#### C. Law Enforcement Response to Notification

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

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

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

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

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

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a



child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.

8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

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

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

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

3. Incidents initially reported to the Law Enforcement Authority

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

### **B. Custody of Actors**

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

### **IV. Assistance of School Entities**

#### **A. In Loco Parentis**

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning

conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

#### B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

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

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

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

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

##### 3. Witnesses

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

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

##### 4. Suspects and Custodial Interrogation

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

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

##### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### **D. Reporting Requirements**

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

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

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

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

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

#### **V. General Provisions**

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

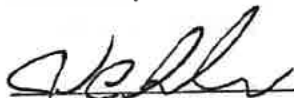
D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PACyber

\_\_\_\_\_  
School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority



\_\_\_\_\_  
Law Enforcement Agency

**MODEL MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Wilkes-Barre City Police Department**

**and**

**Pennsylvania Cyber Charter School  
Wilkes-Barre Regional Office  
40 East Northampton Street  
Wilkes-Barre, PA 18701**

**2020-2021 School Year**

**I. Introduction**

**A. Parties**

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

**WILKES-BARRE CITY POLICE DEPARTMENT**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

**PENNSYLVANIA CYBER CHARTER SCHOOL  
WILKES-BARRE REGIONAL OFFICE**

B. This Memorandum establishes procedures to be followed when certain incidents—described in Section II below—occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

**Board Approved: July 18, 2016**

#### D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," as amended, 24 P. S. § § 13-1301-A—13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

#### 3. Information From Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa.C.S. §9101 et seq.

ii. The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

i. Comply with the Family Educational Rights and Privacy Act (hereinafter "FERPA"), 20 U.S.C. §1232g, and its implementing regulations at 34 C.F.R. §99.1 et seq., and 22 Pa. Code §§12.31-12.33, including any amendments thereto.

ii. Comply with the requirements of the Safe Schools Act, 24 P. S. § § 13-1303-A and 13-1313-A, and any amendments thereto.

iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P. S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate—to parents, students and the Family Policy Compliance Office<sup>f1;sup</sup> (foot)Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education. —what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

#### E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

**II. Notification of Incidents to Law Enforcement**

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa.C.S. § 908(c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.



b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating to institutional sexual assault).
- xiii. Section 3125 (relating to aggravated indecent assault).
- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses).
- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- xvii. Section 3502 (relating to burglary).
- xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
- xix. Section 5501 (relating to riot).
- xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P. S. § § 780-101—780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P. S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P. S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

## B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
  - i. Section 2701 (relating to simple assault).
  - ii. Section 2705 (relating to recklessly endangering another person).
  - iii. Section 2706 (relating to terroristic threats).
  - iv. Section 2709 (relating to harassment).
  - v. Section 3127 (relating to indecent exposure).
  - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

#### D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code § 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code § 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a

child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

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E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.

8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

### **III. Law Enforcement Authority Response**

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

- a. Meet with contact person and locate scene of incident.
- b. Stabilize incident.
- c. Provide/arrange for emergency medical treatment, if necessary.
- d. Control the scene of the incident.
  - i. Secure any physical evidence at the scene.
  - ii. Identify involved persons and witnesses.
- e. Conduct investigation.
- f. Exchange information.

g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:

- a. Meet with contact person.
- b. Recover any physical evidence.
- c. Conduct investigation.
- d. Exchange information.

e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:

- a. The student has been placed under arrest.
- b. The student is being placed under investigative detention.
- c. The student is being taken into custody for the protection of the student.
- d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

### **IV. Assistance of School Entities**

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning

conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

#### B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

#### C. Scope of School Entity's Involvement

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

##### 2. Victims

a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

##### 3. Witnesses

a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

##### 4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

##### 5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's Interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

Both the School's Superintendent and The Chief of Police will document the reasoning of their respective entities stance upon the discrepancy. A meeting with the Beaver County District Attorney will be requested for mediation and for a binding decision to render a final and official recording upon the annual safe school's report. Any discrepancy must be rendered 30 days prior to July 31<sup>st</sup> of the mandated report deadline.

#### V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

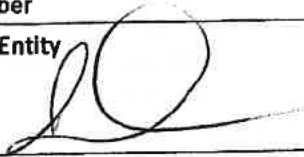
D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PACyber

School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority

*Wilkes Barre Police Dept*  
\_\_\_\_\_  
Law Enforcement Agency

# Board Affirmation Statement



The Pennsylvania Cyber Charter School

1200 Midland Avenue, Midland, PA 15059

1-888-722-9237

## Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this 13 day of July, 2022

By: Edward T Elder (Signature of Board President)

EDWARD T ELDER (Print Name)

PRESIDENT Board of Trustees

## Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational



opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 13 day of July, 2022  
By: Edward T Elder (Signature of Board President)  
EDWARD T. ELDER (Print Name)  
PRESIDENT 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 13 day of July, 2022

By: Edward T Elder (Signature of Board President)

EDWARD T. ELDER (Print Name)

PRESIDENT 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 13 day of July, 2022

By: Edward T Elder (Signature of Board President)

EDWARD T. ELDER (Print Name)

PRESIDENT Board of Trustees

## Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 13 day of July, 2022

By: Edward T. Elder (Signature of Board President)

EDWARD T. ELDER (Print Name)

PRESIDENT 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 13 day of July, 2022

By: Edward T. Elder (Signature of Board President)

EDWARD T. ELDER (Print Name)

PRESIDENT Board of Trustees

