

21ST CENTURY CYBER CS

Charter School Annual Report | 2022 - 2023

School Profile

LEA Name

21st Century Cyber CS

AUN

124150002

Address 1

1245 Wrights Lane

Address 2**City**

West Chester

State

PA

Zip Code

19380

Chief Administrator Name

Dr Matthew Flannery

Chief Administrator Email

mflannery@21cccs.org

Chief Administrator Phone

(484)875-5458

Extension

Charter School Principal

Principal Name

Monica Frank

Principal Email

mfrank@21cccs.org

Principal Phone

14848755400

Extension

5493

[Authorizing District\(s\)](#)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload Current Charter (PDF only)

21st Century Renewal Decision 2019.pdf

2015 Renewal.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Mr. Peter Mango	Chairperson, Local Business Representative	
Mrs. Andrea Fox	Vice Chairperson, Parent Representative	
Mrs. Molly Burnett	Parent Representative	
Dr. George Fiore	Chester County IU Executive Director	
Dr. Alan Fegley	Phoenixville Area School District Superintendent	
Dr. Dusty Blakey	Kennett Consolidated Area School District Superintendent	
Dr. Michele Orner	Octorara Area School District Superintendent	

There were no Board of Trustee Changes. **(CHECKED)**

Board of Trustees Meeting Schedule

Location	Date	Time
Board Meeting: Virtual	2022-08-09	1:00PM
Board Meeting: Virtual	2022-09-13	1:00PM
Board Meeting: Virtual	2022-10-11	1:00PM
Board Meeting: Virtual	2022-11-08	1:00PM
Board Meeting: Virtual	2022-12-13	1:00PM
Board Meeting: Virtual	2023-01-10	1:00PM

Board Meeting: Virtual	2023-02-14	1:00PM
Board Meeting: Virtual	2023-03-14	1:00PM
Board Meeting: Virtual	2023-04-11	1:00PM
Board Meeting: Virtual	2023-05-09	1:00PM

Upload Board Minutes

2023-2024 SY Board Meeting Minutes.pdf

Leadership Team

Name	Title/Position	Check if New Member
Dr. Matthew Flannery	Chief Executive Officer	
Mrs. Loree Marchese	Business Manager	
Mrs. Lucinda Currie	Human Resource Officer	
Dr. Nancy Giagnacova	Director of Special Education	
Mr. Michael Matz	Other	
Mr. Brian Cote	Other	
Dr. Nora Wheeler	Principal	(CHECKED)

Dr. Monica Frank	Principal	
Mrs. Erika Laidlaw	Principal	
Dr. Kelly Sherbondy	Assistant Principal	(CHECKED)
Ms. Megan Stellfox	Other	

Explanation of Leadership Changes

Casey Regina resigned as Assistant Principal on December 16, 2022 and Dr. Kelly Sherbondy assumed the role of Assistant Principal on January 2, 2023. Dr. Nora Wheeler was hired as 9th and 10th Grade High School Principal on July 11, 2022.

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

2022-23 Annual Report PDE 414 Professional Staff.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	0	0	0	0	0	0
Principal	3	3	1	0	0	2
Assistant Principal	2	2	0	0	1	1

Classroom Teacher (including Master Teachers)	63	63	0	0	14	49
Specialty Teacher (including Master Teachers)	1	1	0	0	0	1
Special Education Teacher (including Master Teachers)	11	11	0	1	4	6
Special Education Coordinator	1	1	0	0	1	0
Counselor	8	8	0	0	2	6
Psychologist	0	0	0	0	0	0
School Nurse	2	2	0	0	1	1
IT Director	1	1	0	0	0	1
Business Administrator	1	1	0	0	0	1
ISD, Curriculum Developers, Tech Support	18	18	0	1	2	15
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	1	1	0	0	0	1
Business Office, Administrative Support Staff, Teaching Assistants	61	61	1	0	13	47
Other	5	5	0	1	0	4

Totals	180	180	2	3	38	137
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Explanation of Substantial Differences

During the 2022-2023 school year it was observed that student enrollment remained fairly steady at pre-pandemic levels. During the year negotiations have been ongoing for the first collective bargaining agreement for the professional group. Again during the year the School continued to experience attrition in staffing (a combination of retirements, resignations and end of temporary assignments) and is currently working through the prevailing statewide staffing shortages to recruit and fill open positions to support student enrollment for the 2023-24 school year. A few new positions were added during the year to support operations, to include Accountant, Home & School Liaison, Social Worker, Guidance/Attendance Secretary, additional Tech Support. Our second HS Principal position has been reclassified to a second Assistant Principal position, and the new Accountant position has been eliminated for the 2023-24 school year.

Fiscal Matters

Major Fundraising Activities

The school does not have any major fundraising activities this year or planned for next year.

Fiscal Solvency Policies

No changes or additions for the policies and procedures.

Accounting System

21st Century Cyber Charter School utilizes CSIU's Financial Accounting Software in conjunction with the Chart of Accounts mandated by the PA LECS Comptroller's Office for budgeting, accounting and financial reporting. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated December 13, 2022 for the 2021-22 school year presented by Herbein + Company Inc. There are no changes to the Accounting System.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures, and Fund Balances for the 2022-2023 school year are attached.
(PLEASE ATTACH USING LINK BELOW)

Upload Statements of Revenues, Expenditures & Fund Balances

22-23Charter Annual Report Statements.pdf

Financial Audit Basics

Audit Firm

Herbein & Company, Inc.

Date of Last Audit

2022-12-13

Fiscal Year Last Audited

2021-2022

Explanation of the Report

N/A (UPLOAD FINANCIAL AUDIT DOCUMENT BELOW)

Upload Financial Audit Document(s)

21st Century Cyber Charter School FS 6.30.22 Final.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
N/A	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

Grant Agreement (3).pdf

Title I Status

Yes

Title I First Year Status

Yes

Date of Last Federal Programs Consolidated Review

0001-05-25

School Years Reviewed

0

Federal Programs Consolidated Review Report

Grant Agreement (3).pdf

Consolidated Review/Annual Report

The 22-23 year is the first year for receiving an allocation for Title Funding.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
N/A	N/A

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Director of Special Education	21st Century Cyber Charter School	0	12	21
Supervisor of Special Education	21st Century Cyber Charter School	0	12	21

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Coping Skills	36	Outside Contractor	66
Counseling	33	Outside Contractor	68
Social Skills	58	Outside Contractor	68
Speech Language	17	Outside Contractor	28
Occupational Therapy	4	Outside Contractor	13
Physical Therapy	0	Outside Contractor	0
Executive Functioning Skills	3	Outside Contractor	8
Vision	1	Outside Contractor	1
Hearing	1	Outside Contractor	1
PCA Support	291	Outside Contractor	7
Reading Support	3	Outside Contractor	2

Tutoring	0	Outside Contractor	0
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Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2023-05-31

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report

Compliance Monitoring Report 22-23.pdf

Administrative Procedures for Internal Controls of IEP Development

Special Education Policy.docx

Special Education Personnel Development

Autism

Description of Training			
Autism Awareness			
Lead Person/Position		Year of Training	
Melinda Bundonis/Special Education Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	2	21st Century Cyber Charter School	students and parents

Training Date Complete

2022-04-18

Autism Awareness Flyer April 2023.pdf

Parent Trainings 2022-23.docx

BehaviorSupport

Description of Training			
Understanding Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Morgan Pugh/Special Education Teacher		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)

1	2	21st Century Cyber Charter School	students and parents
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Training Date Complete

2023-03-20

Parent Trainings 2022-23_3208fc54.docx

March 2023 Parent Session Flyer .pdf

Paraprofessional

Description of Training			
PCA Training			
Lead Person/Position		Year of Training	
Carly Parker/Supervisor of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	21st Century Cyber Charter School	PCA's

Training Date Complete

2023-06-23

PCA Onboarding and expectations.pdf

2023-2024 PCA's - Sheet1.pdf

Transition

Description of Training			
Transition Planning in the IEP			
Lead Person/Position		Year of Training	
Kera Romero/Special Education Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	2	21st Century Cyber Charter School	students and parents

Training Date Complete

2022-10-24

Parent Trainings 2022-23_97243391.docx

Transition Planning in the IEP Parent Training Flyer-October 2022 -1.pdf

ScienceofLiteracy

Training not offered.

ParentTraining

Description of Training

Inclusive Practices			
Lead Person/Position		Year of Training	
Anne Daly/Special Education Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	2	21st Century Cyber Charter School	students and parents

Training Date Complete

2022-09-27

Inclusive Practice Parent Flyer.pdf

Parent Trainings 2022-23_3d2c96e6.docx

Training Date Complete

2023-01-03

Parent Trainings 2022-23_17bbb9b7.docx

Parent Training_ Executive Functioning (1).pptx

Training Date Complete

2023-05-18

Parent Trainings 2022-23_a5b03b8f.docx

ESY vs. Summer School.pptx

Training Date Complete

2023-02-27

Parent Trainings 2022-23_bfd26883.docx

Parent Presentation Feb 2023.pptx

IEPDevelopment

Description of Training			
Understanding Assessments			
Lead Person/Position		Year of Training	
CCIU		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
4	1	CCIU	sped teachers and counselors

Training Date Complete

2023-03-07

21st CCS Assessment Resource Doc(1).docx

Attendance .docx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support	Secondary	Full-time (1.0)	06/29/2023 12:50 PM

Building Name		
21st Century Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

Building Name		
21st Century Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support	Secondary	Full-time (1.0)	06/29/2023 12:50 PM

Building Name		
21st Century Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support	Secondary	Full-time (1.0)	06/29/2023 12:49 PM

Building Name		
21st Century Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

Building Name		
21st Century Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		1

Building Name		
21st Century Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

Building Name		
21st Century Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		1

This individual has exceeded 1FTE

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
School Vehicles	West Chester, PA	56692
Shed	West Chester, PA	7092
HR Director Furniture	West Chester, PA	8298.18
Window Tinting	West Chester, PA	15,470
BO & HR Furniture	West Chester, PA	11235.44
Window Blinds	West Chester, PA	7147.52
PA System	West Chester, PA	16848

Facility Plans and Other Capital Needs

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

We will continue to utilize the location of 1245 Wrights Lane West Chester, PA 19380 as our main administrative office and staff. Our Murrysville location will house the remaining staff. Both locations offer flexibility for our staff to enhance our teaching, aid leadership and host large trainings.

Memorandum of Understanding

Organization	Purpose
Murrysville Police Department	The Memorandum establishes procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act. This relationship of cooperation and mutual support and to maintain a safe school environment.
West Goshen Police Department	The Memorandum establishes procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act. This relationship of cooperation and mutual support and to maintain a safe school

	environment.
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Upload of Memorandum of Understanding Document(s)

MOU - West Goshen PD.pdf

MOU - Murrysville PD.pdf

[Articulation Agreements](#)

Partnering Institution

Albright College

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Albright College.pdf

Partnering Institution

Bucks County Community College

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Bucks County Community College.pdf

Partnering Institution

Commonwealth University of Pennsylvania

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Commonwealth University (Bloomsburg).pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Harrisburg Area CC.pdf

Partnering Institution

Lehigh Carbon Community College

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Lehigh Carbon Community College.pdf

Partnering Institution

Luzerne County Community College

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Luzerne .pdf

Partnering Institution

Messiah University

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Messiah University.pdf

Management Survey

Charter School Management Survey

Charter School Name

21st Century Cyber CS

Point of Contact Name

Dr. Matthew Flannery

Point of Contact Telephone Number

484-875-5458

Extension

Point of Contact Email

mflannery@21cccs.org

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

No

Signatures and Affirmations

Upload Board Affirmation Statement

2022-2023 Charter School Annual Report Affirmation Statement.pdf

Date of Approval

2023-08-08

Charter School Annual Report Affirmation

Board President

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

Chief Executive Officer

Dr. Matthew Flannery

Charter School Law Affirmation

Board President

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

Chief Executive Officer

Dr. Matthew Flannery

Ethics Act Affirmation

Board President

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

Chief Executive Officer

Dr. Matthew Flannery

Charter School Annual Background Check Affirmation

Board President

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

Chief Executive Officer

Dr. Matthew Flannery

[Charter Annual Administrative Certification Affirmation](#)

Board President

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

Chief Executive Officer

Dr. Matthew Flannery

[Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation](#)

Board President

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

Chief Executive Officer

Dr. Matthew Flannery



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

February 19, 2019

Kim McCully, Chief Executive Officer
21st Century Cyber Charter School
126 Wallace Avenue
Downingtown, PA 19335

Dear Ms. McCully:

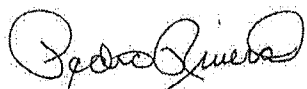
The Pennsylvania Department of Education (Department) received the charter renewal application of 21st Century Cyber Charter School (21st Century). Based on a thorough review of the charter renewal application and other documentation, as well as the site visit conducted by the Department on November 9, 2016, the Department is renewing the charter of 21st Century subject to the other information contained in this letter and any areas for correction noted within the Decision to Renew Charter and Appendix A. The renewed charter shall be effective for a term of five years beginning July 1, 2019 and ending June 30, 2024.

The Department will continue to monitor and examine 21st Century's operations over its renewed charter term to determine whether it is meeting the terms of its charter, the requirements of the Charter School Law, and other applicable state and federal mandates. By granting a renewed charter, the Department does not waive and expressly reserves the right to notify 21st Century of any violation of these terms and requirements, and to seek correction of any such violation. In addition, the Department does not waive and expressly reserves the right to take action against 21st Century in the form of charter revocation or nonrenewal for reasons including, but not limited to, those which have been addressed through this charter renewal.

The Department also notes that particular attention will be given to the academic progress of 21st Century's students through the Department's monitoring of various indicators, including, but not limited to, academic achievement, academic growth, and adjusted cohort graduation rates. More specifically, beginning Fall of 2018, the academic performance of all public schools, including cyber charter schools, are evaluated based on standards for annual meaningful differentiation as identified by Pennsylvania's ESSA State Plan. Each year, the Department will calculate each public school's progress toward meeting or exceeding long-term goals. In addition, a cyber charter school that is identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (A-TSI) will be required to take specific corrective actions. Failure to exit CSI status may serve as a basis for revocation or nonrenewal of the cyber charter's charter.

If you have any questions regarding this letter, please contact Dr. Khaleel Desaque by email at RA-edcybers@pa.gov or by telephone at (717) 783-6964.

Sincerely,

A handwritten signature in black ink, appearing to read "Pedro Rivera". The signature is written in a cursive style with a large initial "P" and "R".

Pedro A. Rivera
Secretary of Education

PENNSYLVANIA DEPARTMENT OF EDUCATION

21st Century Cyber Charter School : **Charter Renewal Effective:**
Renewal Application : **July 1, 2019 – June 30, 2024**
:

Decision to Renew Charter

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

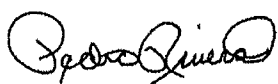
21st Century Cyber Charter School (21st Century) was granted a charter by the Department for the term of July 1, 2011 through June 30, 2016. 21st Century submitted a renewal application to continue operating a cyber charter school and has been permitted to continue to operate its cyber charter school by extension of the previous charter term until such time as the Department completed its review of the renewal application.

Based on a comprehensive review of 21st Century’s operation of its cyber charter school during the charter term of July 1, 2011 through June 30, 2016, including the information submitted with the renewal application and the information gathered by the Department during its site visit to 21st Century on November 9, 2016, and during the time since that site visit, the Department is renewing 21st Century’s charter to operate a cyber charter school. 21st Century may continue to operate its cyber charter school by extension of the existing charter term, until the commencement of the term of the renewed charter.

The renewed charter shall be effective for a term of five (5) years beginning July 1, 2019 and ending June 30, 2024.

The Department reserves the right to continue to assess and review 21st Century’s operation of its cyber charter school and to take action to revoke its charter based on any information that was or could have been reviewed prior to this charter renewal or discovered during future or ongoing assessments or reviews. The Department does not waive and expressly reserves the right to notify 21st Century of any violation and to take action against 21st Century, if necessary, including revocation or nonrenewal of the charter.

The Department is also providing written notice to 21st Century of areas of the operation of its cyber charter school that require particular attention and correction. This notice is provided to allow 21st Century the opportunity to address areas that may not be in compliance with applicable requirements. Failure to address areas identified by the Department may result in additional action by the Department, including revocation of the charter.



Pedro A. Rivera
Secretary of Education

2/21/19

Date Mailed

APPENDIX A

Pursuant to section 1742-A of the Charter School Law (CSL), 24 P.S. § 17-1742-A, the Pennsylvania Department of Education (Department) has conducted an assessment and review of 21st Century Cyber Charter School's (21st Century) operation of its cyber charter school. Based on this assessment and review, the Department has identified areas of operation which 21st Century should further examine and implement applicable corrective actions.

21st Century must be prepared to provide information and documentary evidence to the Department during any future review by the Department of the cyber charter school's operations that demonstrates that the cyber charter school operates in compliance with all applicable requirements. Additionally, 21st Century must be prepared to provide the Department with information and documentary evidence as to how it addressed or is working to address each of these areas identified below.

Areas identified for examination by 21st Century:

- English as a Second Language
- Technology
- Special Education
- Relationships with School Districts and Staffing
- Assessment and Accountability

21st Century should examine its English as a Second Language Program.

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

A cyber charter school must have an ESL program model that is reasonably calculated to the educational theory upon which the program is based. To ensure EL students are able to overcome their language barriers, an ESL program must include an evaluation component, including a process by which the program is regularly and periodically evaluated and adjusted using EL student assessment data.

As part of its ESL program, a cyber charter school must provide daily instruction to its EL students through English language acquisition classes and academic content classes. Instruction must be commensurate with each EL student's proficiency level based upon the student's needs and the cyber charter school's ESL program delivery model. To ensure meaningful, comprehensive access to all content areas, the cyber charter school must make adaptations to instruction and assessments available to its EL students in all academic content classes. Instruction in academic content classes must be aligned to Pennsylvania academic standards and the Pennsylvania English Language Proficiency Standards (PA ELPS). In addition, a cyber

charter school must support instructional planning and evaluation efforts between ESL and content area teachers, such as arranging for common planning time. A cyber charter school must offer professional development related to ESL to its entire staff.

Another required component of an ESL program is an ESL curriculum aligned to Pennsylvania academic standards and PA ELPS that is separate from any other content area instruction. A cyber charter school must identify the number of courses and amount of on-line time required for ESL instruction.

A cyber charter school must apply Pennsylvania's exit criteria in order to exit EL students from its ESL program and monitor such students for four years after their exit. Monitoring should be based on periodic reviews, local assessments, required state assessments, and teacher observation.

A cyber charter school must communicate with parents and guardians in their preferred language and mode of communication and provide translation and interpretation services to parents and guardians.

A cyber charter school's budget should reflect the school's provision of ESL resources, including staffing, professional development, and translation and interpretation services.

During the Department's site visit to 21st Century, 21st Century was unable to demonstrate key components of its ESL program beyond procedures to identify newly enrolled students as EL students and to place such students into an ESL program. While 21st Century reported no EL students for the 2015-2016 school year in its LEP report submitted to the Department through the Pennsylvania Information Management System, 21st Century reported 6 EL students enrolled in the 2014-2015 school year, 7 EL students enrolled in the 2013-2014 and 2012-2013 school years, and 1 EL student enrolled in the 2011-2012 school year. 21st Century should have had an ESL program with applicable policies, procedures, and practices in place to serve those EL students who enrolled in 21st Century in past school years and must demonstrate a readiness to offer an ESL program in coming years to support EL students who enroll in 21st Century.

At a minimum, 21st Century should be prepared to provide the Department the following:

- description of 21st Century's ESL program model and an explanation as to how it is reasonably calculated to the educational theory upon which it is based;
- evidence of 21st Century's evaluation of its ESL program based on its EL students' assessment data;
- demonstration that ESL instruction is provided to EL students on a daily basis through English language acquisition classes and academic content classes;
- demonstration that instruction is provided to EL students that is commensurate with their proficiency level and 21st Century's ESL program delivery model;
- identification of exact hours of ESL instruction that is provided to EL students,
- demonstration that adaptations to instruction and assessments are available to EL students in all academic content classes;

- evidence that instruction in academic content classes is aligned to Pennsylvania academic standards and PA ELPS;
- demonstration that support is provided to facilitate instructional planning and evaluation efforts between ESL and content area teachers;
- demonstration that professional development in the area of ESL is provided to all staff;
- evidence of an ESL curriculum that is aligned to Pennsylvania academic standards and PA ELPS;
- identification of the number of courses and amount of on-line time required for ESL instruction;
- evidence that 21st Century is exiting EL students from the ESL program in accordance with required criteria and monitoring such students for four years after their exit;
- evidence that 21st Century is communicating with parents and guardians in their preferred language and mode of communication and making available translation and interpretation services to parents and guardians;
- evidence of 21st Century's budget reflecting the school's provision of ESL resources, including staffing, professional development, and translation and interpretation services; and
- an ESL program policy that incorporates all required ESL program components and applicable procedures.

21st Century should examine its technology practices.

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

Brooklyn

21st Century has a technology policy that provides for the use of dialup connection as a means for students to connect to the Internet. During the Department's site visit to 21st Century, 21st Century represented that no students currently connect to the Internet through dialup service.

Dialup service, however, should not be an option made available to students to connect to the Internet. Students who use dialup service to connect to the Internet do not have Internet access that is equitable to those students who use broadband connectivity to connect to the Internet.

A cyber charter school may apply to the federal E-rate program to receive discounts related to Internet access. As a condition to receiving E-rate funding, schools are subject to the Children's

Internet Protection Act (CIPA). Schools subject to CIPA must have an Internet safety policy that includes technology protection measures, such as measures to block or filter Internet access to inappropriate content on the Internet.

21st Century receives funding through the federal E-rate program and thus is subject to the requirements of CIPA. While 21st Century installs appropriate filtering software on its students' computers in accordance with CIPA, 21st Century has a policy that permits parents to request changes to the filtering software. These changes may provide students with access to content on the Internet that they may not otherwise have access to through 21st Century's standard filtering software.

At a minimum, 21st Century should be prepared to provide the Department the following:

- formalized policies, procedures, and practices to ensure all students have equitable access to Internet connection; and
- formalized policies, procedures, and practices to ensure filtering software is installed on all computers in accordance with CIPA without exception.

21st Century should examine its special education program.

A cyber charter school must comply with federal and state requirements applicable to educating students with disabilities. 24 P.S. § 17-1749-A; 22 Pa. Code Chapter 711. Notwithstanding section 1724-A of the CSL, personnel providing special education and related services to students with disabilities must be appropriately credentialed. 22 Pa. Code § 711.5(a). In addition, a cyber charter school is responsible for maintaining appropriate education records for each student with a disability. 22 Pa. Code § 711.8.

During the Department's site visit to 21st Century, 21st Century was able to produce appropriate certification for only one of its five special education personnel. In addition, during the site visit, the Department conducted a review of ten randomly selected special education students' files. The Department found incomplete and inaccurate education records within each of the files. For example, some records did not contain required signatures while other files did not contain required records, such as a Permission to Reevaluate form despite the file containing a Reevaluation Report.

At a minimum, 21st Century should be prepared to provide the Department with the following:

- evidence of 21st Century's special education personnel holding appropriate certification; and
- evidence of 21st Century maintaining complete and accurate education records for its students with disabilities.

21st Century should examine its relationships with school districts and its staffing.

A cyber charter school is not permitted to provide discounts to school districts under section 1725-A for any student. 24 P.S. § 17-1743-A(a)(1). In addition, charter school employees must be employed by the charter school itself. *West Chester Area Sch. Dist. v. Collegium Charter Sch.*, 760 A.2d 452 (Pa. Cmwlth. 2000), *aff'd*, 812 A.2d 1172 (Pa. 2002).

According to 21st Century's September 9, 2014 board meeting minutes, 21st Century piloted a "shared staffing" program with the Octorara Area School District beginning in the 2013-2014 school year and continuing into the 2014-2015 school year. The program was designed to teach school district teachers how to be effective online instructors. To this end, the Octorara Area School District shared one of its Math teachers and one of its Spanish teachers with 21st Century. These teachers worked half of their day for the Octorara Area School District and the other half of their day for 21st Century. In exchange for the teachers' time, the Octorara Area School District received 100 of 21st Century's seats for use during the school year, and each teacher taught 50 seats. 21st Century's board meeting minutes also referenced similar programs in partnership with Perkiomen Valley School District and West Chester Area School District.

At a minimum, 21st Century should be prepared to provide the Department with the following:

- evidence that 21st Century charges school districts for every student enrolled in 21st Century in accordance with 1725-A of the CSL; and
- evidence that 21st Century employs all of its teachers.

21st Century should examine its assessment and accountability program.

A cyber charter school must meet the requirements for student performance set forth in 22 Pa. Code Chapter 4. Pennsylvania's state student assessment requirements are set forth in Chapter 4. 22 Pa. Code §§ 4.51-4.52. The benchmark for academic success is progress from year-to-year. The Department expects cyber charter students to improve academically from the prior year, as demonstrated by various indicators, individually, collectively, or in any combination. A cyber charter school that is not making progress from year-to-year must have remedial programs in place and should complete and implement a school improvement plan.

The Department examined various indicators, including, but not limited to, academic achievement, graduation rates, and attendance rates, of 21st Century's performance over its charter term under review.¹

In 2014-2015, 38.3% of the "all students" group scored proficient or better on the Pennsylvania System of School Assessments (PSSA)/Keystone Exam in Math/Algebra. The percentage of advanced and/or proficient students in Math/Algebra at 21st Century increased to 40.7% in 2015-2016. In 2016-2017, 38.3% of 21st Century's "all students" group was deemed proficient or

¹ Related to academic achievement, review efforts were focused on performance after the 2014-2015 school year, when the state's revised academic content standards triggered an increase in the rigor and performance levels of the PSSAs.

advanced in Math/Algebra, and, in 2017-2018, 45.1% of 21st Century students from the “all students” group were proficient or advanced in Math/Algebra.

In 2014-2015, 63.1% of the “all students” category scored proficient or better on the PSSA/Keystone English Language Arts (ELA) exams. In 2015-2016, 68.2% of 21st Century students were proficient or advanced in ELA. In 2016-2017, 61.6% of 21st Century students scored proficient or advanced and, in 2017-2018, 66.7% of 21st Century students scored proficient or advanced in ELA.

In 2014-2015, 66.67% of the “all students” category scored proficient or better on the PSSA/Keystone Science/Biology. In 2015-2016, 61.06% of 21st Century students were proficient or advanced in Science/Biology. In 2016-2017, 65.42% of 21st Century students scored proficient or advanced and, in 2017-2018, 56.8% of 21st Century students scored proficient or advanced in Science/Biology.

In 2011-2012, 21st Century's 4-year cohort graduation rate was 66.9%. This rate has fluctuated over the years. This rate increased to a high of 69.1% in 2013-2014, but in the most recent reporting period (*i.e.*, 2016-2017), 21st Century's graduation rate was 62.15%.

In 2011-2012, 21st Century's attendance rate was 98.6%. 21st Century's attendance rate has fluctuated slightly over the years, but in the most recent reporting period (*i.e.*, 2017-2018), 21st Century's regular attendance rate was 99.4%.

Beginning Fall of 2018, the academic performance of all cyber charter schools will be evaluated based on standards for annual meaningful differentiation as identified by Pennsylvania's ESSA State Plan. Each year, the Department will calculate for each public school, including 21st Century Cyber, its progress toward meeting or exceeding long-term goals. In addition, a cyber charter school that is identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (A-TSI) will be required to take specific corrective actions. Failure to exit CSI status may serve as a basis for revocation or nonrenewal of the cyber charter's charter.

21st Century was designated A-TSI in December 2018, based on a graduation rate of 51.26% for the Economically Disadvantaged student group. Any school or student subgroup is identified for CSI or A-TSI if the combined 4-year and 5-year adjusted cohort graduation rate is at or below 67%.

Therefore, notwithstanding that the Department has renewed 21st Century's charter, the Department may require corrective action and/or use identification as a CSI school or failure to exit CSI status as a basis for nonrenewal or revocation of 21st Century's charter.

At a minimum, 21st Century should be prepared to provide to the Department the following:

- a comprehensive needs analysis that identifies the root causes of inconsistent student achievement and other results;
- a comprehensive data analysis that examines school demographics and PSSA, Keystone, and PASA data for the all student group and for each student group;

- an explanation of remedial programs that 21st Century will use to ensure progress from year-to-year;
- a written plan of action for increasing its academic performance, academic growth, and graduation rates; and
- a fully executed school improvement plan to increase graduation rates of students who are economically disadvantaged so as to exit A-TSI designation status in a period not to exceed 4 years.



**21st Century Cyber Charter School
2015 Charter Renewal Application**

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

Cyber Charter School Renewal Application

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September 11, 2015

Mr. Steve Carney
Charter School Office
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Carney,

It is my pleasure to submit this 2015 Cyber Charter Renewal Application. The 21st Century Cyber Charter is now operating under the second renewal of our charter, and it is our hope to gain a third renewal in order to continue to explore new and effective methods of education, create an individualized, quality learning environment for our students, and provide a safe and equitable educational setting for all students across the Commonwealth.

21st Century Cyber Charter was a vision of four Intermediate Units in southeastern Pennsylvania. These four Intermediate Units worked together to open the school in 2001, gaining a charter through the West Chester School District. To this day our board is comprised of superintendents from local school districts and County IUs. With the help of our board, we have worked hard since the very beginning to offer the best cyber education in the state of Pennsylvania.

21CCCS has quietly sustained our academic success through this current five-year charter. We are, and have consistently been, the top performing cyber charter school in the state of Pennsylvania. 21CCCS's successes are a testament to the dedication of our staff, students and families. Academic achievement is the primary focus of our school, and every decision is made with student success in mind. Many of these successes are highlighted in this application.

Some of our strongest academic successes relate to state testing. We met AYP, or Adequate Yearly Progress, in the first two years of the current charter. In the history of the school, we have met AYP every year but one. We are the only cyber school in Pennsylvania to have made AYP for five consecutive years.

In 2012-2013 the SPP (School Performance Profile) replaced AYP as a measure of academic achievement. 21CCCS earned a score of 66 in both years, a score that was better than all or nearly all of the other cyber charter schools in the state both years. This score was achieved with a diverse student population in terms of educational background, and is something we continually work to achieve and surpass.

In addition to state measures, 21CCCS students achieved impressive SAT scores. Our SAT scores are the top cyber charter scores in the state, the top charter scores in the state, and reside in the top ten percent of all public schools in Pennsylvania. 21CCCS students also perform exceptionally well on AP tests; for four years, 100% of our testing AP students passed their AP exam.

21CCCS is a leader in the development of curriculum and classes in the Pennsylvania cyber community. Moving students from purchased curriculum, which is often canned and formed in a "one-size fits all" mold, and into classes and curriculum developed 'in house' has proven to



be critical to the success of our students. Our standards-based, teacher-developed, flexible curriculum has helped prepared students for success in careers, vocational schools, and four-year collegiate institutions.

With our renewed charter, 21CCCS will continue to be an innovative leader in the cyber education world. Through collaboration, innovation, and cooperation, 21CCCS will challenge students to reach their highest potential and support them as they work to do so. Our proven academic achievement has no rival in the cyber community in Pennsylvania. We look forward to our charter renewal and the opportunity for five more years of working hard to provide quality education to our students.

Best regards,

A handwritten signature in blue ink that reads 'Kim McCully'. The signature is fluid and cursive, written over the printed name.

Kim McCully

Required Attachments			
Section	Description	Attached (Y/N)	If <i>Not</i> attached, Explain*
Instructions	Summary letter from CEO	Y Page 1	
Application Fact Sheet	Any Leases, Deeds or Real Estate Agreements not Previously Submitted to the Department	Y Property Appendix	
Student Achievement	PSSA Report for Previous Years (chart provided)**	Y Pages 12-26	
Student Achievement	Random Sample of Lesson Plans	Y Lesson Plan Appendix	
Student Achievement	Copy of the School Calendar	Y Calendar Appendix	
Student Achievement	Copy of the School Improvement Plan (if applicable)	N/A	21CCCS has not been required to have a school improvement plan
School Operations and Management	Teacher Turnover Chart (chart provided)	Y Page 45	
School Operations and Management	Union Contracts with Professional Employees, if applicable	N/A	
School Operations and Management	Certification Level Chart (chart provided)	Y Pages 46-50	
School Operations and Management	Most Recent Financial Statements	Y Financial Statement Appendix	
School Operations and Management	Annual Audits for Each Year of the Charter	Y Financial Statement Appendix	
School Operations and Management	Investments Chart (chart provided)	Y Page 60	
School Operations and Management	List of Board Members who have served since the last renewal, the dates they served and in what capacity	Y Page 61-63	
School Operations and Management	Copies of Signed Ethics Forms (as required by the State Ethics Commission) for each Board Member currently serving	Y Board Ethics Appendix	
School Operations and Management	Agenda for every board meeting held within the last school year	Y Board Agenda Appendix	
School Operations	Evaluations of the External	N/A	21CCCS does not have an

and Management	Management Organization (EMO), if applicable		EMO
Overall School Design	Examples of Communication, Outreach and Marketing to the Community and Parents	Y Communication, Outreach, & Marketing Appendix	
Overall School Design	Agendas and Sign-in Sheets from Parent and/or Community Events	Y Agendas & Sign-in Sheets Appendix	
Overall School Design	Surveys and Response Summaries Conducted by the School	Y Survey Appendix	
Overall School Design	Enrollment Chart (chart provided)	Y Page 72	
Overall School Design	Policy for Attendance, Truancy and Withdrawal	Y Attendance & Truancy Appendix	
Overall School Design	Attach copies of all forms used for Truancy Communications to parents, resident school district, etc.	Y Attendance & Truancy Appendix	
Overall School Design	School Safety Plan	Y School Health and Safety Plan Appendix	
Overall School Design	Student Handbook	Y Student Parent Handbook Appendix	
Plans for the Future	Projected Enrollment Chart (chart provided)	Y Page 4	
Plans for the Future	Measurable Outcomes and Goals Chart (chart provided)	Y Pages 37-38	
Plans for the Future	Enrollment Charts by Grade (chart provided) – <i>only if the school is requesting to increase the number of grades served.</i>	N/A	21CCCS is not requesting to serve additional grade levels
	Signature Page	Y Page 88	

Application Fact Sheet

This Application Fact Sheet is intended for administrative processing of the Cyber Charter Renewal Application. The information furnished below must be an accurate representation of the complete Renewal Application.

Cyber Charter School Name 21st Century Cyber Charter School

School Address 126 Wallace Avenue – Downingtown, Pennsylvania 19335

(If more than one facility, the cyber charter school must identify the administrative office where all student records are maintained pursuant to section 1748-A (h).

County Chester County Intermediate Unit Chester County Intermediate Unit 24

Charter Start Date July 1, 2001 Date Current Charter Expires June 30, 2016

Federal Employer Identification Number 23-3086998 AUN # 124150002

Vendor Identification Number 493538

CEO: First Bobbi Middle Kim Last McCully

Address 126 Wallace Avenue State PA Zip Code 19335

Telephone 484-875-5458 Fax Number 610-873-4534 E-mail KMcCully@21CCCS.org

Grades Served by Cyber Charter School	Current & Projected 5 year Student Enrollment:	Current & Projected 5 year Teaching Staff
Elementary <u>6</u>	2015-16 <u>1750</u>	2015-16 <u>80</u>
Middle <u>7-8</u>	2016-17 <u>1800</u>	2016-17 <u>82</u>
	2017-18 <u>1850</u>	2017-18 <u>84</u>
Secondary <u>9-12</u>	2018-19 <u>1900</u>	2018-19 <u>86</u>
Circle Appropriate Grade(s) K 1 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	Is increase due to addition of grade levels? Yes _____ No <input checked="" type="checkbox"/>	Does the cyber charter school have an existing retirement system? Yes <input checked="" type="checkbox"/> No _____

I. Student Achievement

A. Progress toward Initial Goals and Objectives:

- **Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application. If goals were revised, discuss why and how the new goals provide a better fit with the overall mission of the cyber charter school. Provide a concise explanation and use data whenever possible.**

Goal # 1: Improve educational performance through Individualized Learning Plans (ILPs).

The Plan for Student Learning (P4SL) has been part of the cyber school since its inception. It was originally used as part of a coaching strategy to increase student retention by developing a personal connection with students and families. Students have the same P4SL coach during their years in the middle school or high school. It has worked well, parent and student feedback has been very positive, and the P4SL is now a cornerstone of the school. Students are assigned to a P4SL cohort based on their grade level. P4SL coaches of cohorts of similar grade levels are seated together in the school, as these coaches often deal with similar challenges and can more easily collaborate on effective strategies. In each cohort of learning coaches there is a teacher from each subject area that is able to provide guidance and instruction as needed to students in that grade level. P4SL coaches of the same cohort now operate grade level virtual classrooms. These classrooms serve as an organizational home base for students. They are easily able to access their personal learning coach as well as interact with other students in their grade level. The learning coaches are responsible for communicating academic progress as well as attendance information to families. Learning coaches speak with parents and students at a minimum of bi-weekly to address academic progress as well as relay information. These learning coaches also share test data and assist both students and parents in understanding their CDT, Keystone, and PSSA results. Learning coaches develop strong rapport with their students and families and leverage that relationship to increase students' academic achievement. This goal has been met as this model of individualized plans and coaching has allowed 21CCCS to achieve AYP and obtain the highest SPP score among cyber charter schools.

Goal # 2: Educational performance will be measured and closely monitored to lead to improved educational performance.

Teachers, learning coaches, guidance counselors, and the principal collaborate as an educational team with students and parents to ensure that students are progressing academically. On a daily informal basis, the educational team employs several methods to monitor the performance of students' classes, most commonly using functions in the Student Information System (SIS). The SIS allows the members of the team to identify and track students who are struggling or who are not working steadily in classes. Formally, student progress is evaluated at three-week intervals. Progress reports issued at the three-week mark show student progress in each of his or her classes. Six-week progress reports show student progress, indicate the additional points required to earn an A or B, and include a notice of potential failure if appropriate. The notices are issued based on points earned and teacher recommendation. Report cards are issued at the end of each 9-week marking period.

Throughout the nine-week marking period, each P4SL coach maintains a minimum of bi-weekly contact with his or her P4SL students as a means of promoting student success. At any time during the marking period, inadequate academic progress may prompt one or more of the following actions: email/phone communication with student and parent, daily or weekly Virtual Office (VO) appointments, individual daily assignment schedules, and/or parent/student/teacher conferences. If a student does not submit work in the majority of his or her classes for three or more consecutive days, the start of truancy proceedings may result. Failure of a student to submit work for ten consecutive days in his or her classes may result in his or her involuntary withdrawal from the school (22 Pa. Code 11.24)

This goal has been met as this model of close academic monitoring has allowed 21CCCS to achieve AYP and obtain the highest SPP score among cyber charter schools.

Goal # 3: All students will receive curriculum aligned to the PA Standards and their personal goals.

Delivered through the latest computer-driven technology, 21CCCS curriculum provides students the opportunity to experiment, explore, and grow as learners. Throughout each of the courses, students have opportunities to draw upon their own prior experiences, strengths, and interests when completing assignments. Students are regularly given choice in how to demonstrate what they have learned. Exposing students to this type of study enables them to develop key communication and critical thinking skills. These skills allow students to flourish not only in the school environment, but in the workforce as well.

21CCCS offers a wide range of core curriculum that will test students’ abilities in numerous ways. Students are assessed on their content knowledge and skill set through innovative projects and frequent examination. Based upon the rigorous Bloom’s Taxonomy of higher order thinking skills and closely aligned with Pennsylvania standards, the core courses at 21CCCS enable students to develop a strong skill set that will prepare them for their future working careers.

In Language Arts and English, 21CCCS offers the following courses:

Language Arts I	English Composition	British and World Literature	Creative Writing
Language Arts II	English Literature	Elements of Language	Advanced Placement Language and Literature
Language Arts III	American Literature	Business Communications	

As a student progresses through these courses, the student will have many opportunities to write, reflect, share, and evaluate the essential questions for each course. Whether posting to a forum, writing an analysis on what makes a great American novel, or creating a poem, students completing these courses will be challenged to learn how to interpret, critique, compose, and create while working with their teachers to develop their writing and communication skills.

In Mathematics, 21CCCS provides the following courses:

Math Essentials	Algebra Concepts	Algebra III/Trigonometry	Integrated Math
Math Principles	Algebra I	Geometry	Consumer Math
Pre-Algebra	Algebra II	Pre-Calculus	Introduction to Accounting and Statistics

In these courses, students work on mastering the fundamental concepts in mathematics and how to apply them to the world beyond the classroom. Problem solving, data analysis and organization, and deciphering mathematical relationships are concepts that are embedded in all of the courses. Students learn to predict, measure, chart, identify, and formulate these key mathematical skills through practice and application.

In Science, 21CCCS offers the following courses:

Science Adventures	Physical Science	Chemistry	Physics
Science Investigations	Earth & Space Science	Environmental Science	
Science Discoveries	Biology	Forensic Science	

In these courses, students are called upon to investigate, experiment, and challenge their scientific understanding of ecosystems, the environment, and space. The development of the key skills of scientific inquiry and research allows students to grow as analytical thinkers who question hypotheses and do not accept statements at face value. Learning to observe, tabulate, visualize, and illustrate key concepts in the sciences, students will learn that science is relevant to their own world.

In Social Science, 21CCCS provides the following courses:

Ancient to Early Modern History	World Geography	AP US History	Psychology
World Cultures	American History I	US Government	
World History	American History II	Economics	

In these courses, students practice gathering information, writing, and analysis throughout their school years at 21CCCS. Whether being asked to determine the purpose of an archaeological site, to use Google Earth to locate the highest mountain peak in the Himalayas, or to compare/contrast the strengths and weaknesses of the two armies in the U.S. Civil War, students will be asked to create a thoughtful response to the prompt. These skills of analysis, project research, and writing will transfer to any career that they choose to pursue post-graduation.

21CCCS provides the following courses in Health and Physical Education:

Applied Physical Education	Health	Introduction to Fitness	Off Campus PE
First Aid and Emergency Care	Nutrition	MS Health and PE	

In these courses, students concentrate on learning to make smart choices for their health, to value physical activity, and to view the human body as an amazing specimen of biology and chemistry. Students establish goals for fitness, analyze the results of their fitness logs, and make decisions on their own in regard to their well being based upon research and study. First Aid and Emergency care classes are offered to help prepare students to handle emergencies, be able to think under pressure, and offer the option to become first aid certified.

21CCCS provides the following courses in Arts, Humanities, and Electives:

Music Appreciation	Art Appreciation	Spanish I, II, & III	Philosophy
Art and Music I, II, & III	Digital Photography	Mandarin Chinese I & II	Web Design
History of Rock and Roll	Advanced Digital Photography	Graphic Novel	Careers
Introduction to Music Fundamentals and Keyboarding	Drawing	Parenting	Graduation Portfolio
Drama	Fashion & Textiles	Family and Consumer Science	Journalism
Personal Finance	Introduction to Film	World Religions	Study Skills

Based on the offerings in our Arts, Humanities, and Electives departments students are able to round out their course schedules with classes that meet their individual interests, talents, and goals. 21CCCS has invested a great deal of time and effort into developing more courses to meet the needs and interests of the students; in the last five years 21CCCS has added the following courses: Drawing, Advanced Digital Photo, Music Fundamentals and Keyboarding, Nutrition, Drama, Graphic Novel, Journalism, Fashion, Parenting, Family & Consumer Science, Study Skills, Intro to Film, Spanish III, Personal Finance, Driver's Ed, and Forensic Science). In these courses students may design original artwork, digital photo portfolios, music, and websites depending upon the class. Students use Garage Band when they are creating musical pieces. Teachers guide students on how to use this software. This software engages students; students learn to manipulate Garage Band to make the most wonderful music. When studying a foreign language, students practice their new skills by discussing events, writing on cultural experiences, and working on creative projects. When a student creates an original work, he or she employs the higher order thinking skills of synthesizing his or her understanding of the concepts and materials and applying them in new ways. In addition, students take ownership of their work and infuse their style and personality into the project.

This goal has been met as all students are receiving courses developed and taught by 21CCCS instructors that are aligned to the PA Standards and their personal goals.

- **Provide any other relevant information about progress toward academic goals. If reference has been made to test scores or other testing outcomes, include the name of the test and the dates administered. Include a rationale for using that particular test.**

See response to the previous and following question.

- **Has the cyber charter school made Adequate Yearly Progress (“AYP”) for each of the last five years? If not, discuss why and what steps are in place to remedy the situation. Reference information from the cyber charter school’s School Improvement Plan where applicable**

21CCCS has made AYP for all of the years of the previous charter during which AYP was measured. Since the inception of the School Performance Profile (SPP), 21CCCS has had a score of 66 each year. The goal for the school has been to achieve and maintain an SPP of 70 or better. The staff utilizes assessment data regularly (at team meetings, as well as in weekly lesson plans) to deliver instruction and intervention; which will ultimately increase our SPP score. During the Comprehensive Planning Process, school staff performed a comprehensive data review and needs assessment. The results from these activities were used to develop goals, strategies, and implementation steps that are aimed at increasing student achievement.

- **Describe the strategies that are in place to ensure that students with special needs, those at risk of failure and those not making reasonable progress are meeting – or are being given the opportunities and reasonable accommodations to meet – the academic goals. Provide clear evidence and use data to document how those strategies are proving effective for students in terms of improved academic performance.**

21CCCS utilizes multiple strategies to ensure students who are “at-risk” are being provided accommodations and interventions in order to further their academic progress; these strategies are outlined below.

The asynchronous environment provided by 21CCCS helps many students who are not successful in a traditional synchronous classroom. The asynchronous environment allows students to complete assignments at their own pace and at the time of day that best suits their needs. Anecdotal data from students indicates that this method of instructional delivery provides the appropriate setting for a wide range of learners.

21CCCS’ online curriculum allows teachers to make modifications and adaptations for students that may not be made in a traditional classroom setting. These modifications may include demonstration of knowledge in an alternate format, which allows students to highlight their strengths and feel successful. Teachers may also use alternate information sources or texts in order to achieve the same academic standard; this allows teachers to tap into students’ interests, providing students with a connection to the material. Students who are interested and have achieved a level of success have higher levels of motivation and are more likely to demonstrate continued academic growth.

The detailed feedback teachers provide on assignments help students continue to learn. Students can use this feedback to make changes to their work and resubmit the work to the teacher providing them multiple opportunities to learn and achieve mastery of the material. This reinforces to students that mastery, not merely completing assignments, is the goal.

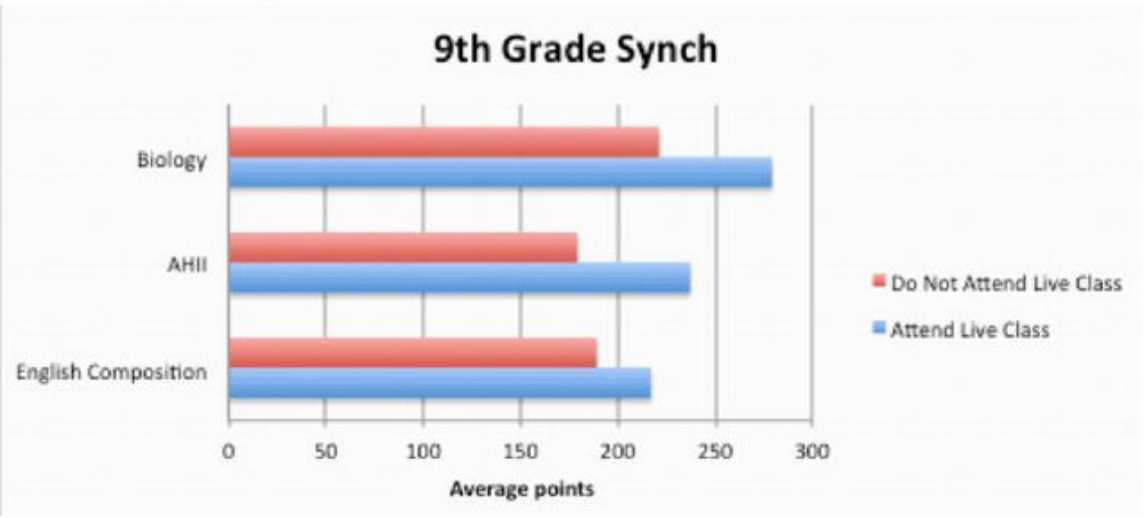
For students at risk of failure or not making reasonable progress, the school has a number of methods in place for students to achieve success. One method is the assignment of a Learning Coach (or P4SL, as referenced earlier) to each student in the school. Unlike a course instructor, the Learning Coach sees the big picture for a student and is responsible for the whole child. The Learning Coach (or P4SL coach) builds a strong relationship with each student to nurture the social, emotional, and academic growth of the student. The Learning Coach (or P4SL) tracks student progress on a weekly basis in all of his or her classes, and works closely with students to help ensure they master the course material. If a student is

struggling, the Learning Coach (or P4SL coach) will work with the student, parents, and the student’s teachers to devise a plan to assist the student in getting on track.

The Pathways to Graduation program helps students who are two or more credits behind their graduating cohort by offering the opportunity for students to get back on track and graduate on time. Students can earn between eight and ten credits in one year, accelerating them beyond the typical six credits in one year schedule. The students in this program focus on 2 to 2.5 credits each quarter as they progress through the abridged classes that focus on the state and core standards that need to be mastered. Student progress is closely monitored and if a student is not reaching his or her goals by mid-year, the student is placed back in a typical schedule.

Over the years, 21CCCS has noted the challenges that our middle school students face when transitioning to high school during their 9th grade year. In an effort to prepare students for high school and to foster the time management and self-advocacy skills necessary for their success, the 9th grade Synchronous Program was created. While the typical course meets once a week for a one-hour live class, the 9th grade core courses meet twice a week for two hours at a time. During this extended live class time, the teacher is able to present the course content in a variety of ways and students are afforded the opportunity to work on coursework with their peers. The 9th grade teachers also modify the majority of the assignments in the course so that students are able to complete the work during the live class either in small groups or individually. These modifications encourage teamwork amongst the students and allow the teacher to easily accommodate the variety of learning styles within the class. The increased live class time and interaction between the students and with the teachers resulted in academic success. Students who attended the majority of the live classes finished each quarter with a higher grade than those who did not attend as frequently.

Class	Attending Class	Not Attending Class
English Composition	217 points	189 points
American History	237 points	179 points
Biology	279 points	221 points



The longer and more frequent live classes also foster relationships between the teachers and students, and students are more likely to reach out to their teachers outside of the live class times.

Another area that proved challenging for our students was the English Literature course. As a Keystone exam course, every high school student must take this course. In order to accommodate all of the learning styles, the teachers created alternative paths within the class. Based on classroom diagnostic test results, students were separated into different groups and placed into the path most appropriate for them. The modified lessons and assignments ensured that the students were each appropriately challenged based on ability. At the end of the 2014-2015 school year, 68% of the

students who took the English Literature Keystone exam earned a score of proficient or advanced, a 27% increase from the previous school year.

All students can get help from teachers in the Virtual Offices (VO). In the VO, teachers work with students one on one, addressing the student's specific needs, in a comfortable, private setting. The VO includes a whiteboard that both the teacher and student can use, and allows for both voice and text communication methods, whichever the student is most comfortable using. VOs are open on school days to students from 8:00am – 8:00pm Monday through Thursday and 8:00am – 4:00pm on Friday.

In addition to the support offered in the Virtual Offices, teachers also hold regular work sessions. These sessions focus on an area of need, demonstrated through live class participation or assignment completion, and allow students extra time to work with the content or on the skill. Students are also encouraged to work with their peers within this session.

All of the interactions with students and parents, intervention, course modifications and accommodations, and historical progress data are recorded in the Student Information System. These records ensure all staff members have access to the complete history for each student so that staff members are able to serve the whole student.

21st Century Cyber Charter School's Exceptional Learner's department focuses on ensuring the demands required of all students with special education needs are met with fidelity and within the parameters of the regulations and compliance expectations set forth by Chapter 711 of PA Code and Pennsylvania's Department of Education- Special Education Bureau.

Students who are not consistently successful within the large live classes are offered an opportunity to participate in smaller group direct instruction sessions that are held weekly by general education teachers. These sessions focus on skill based instruction, following a Universal Design of Learning methodology. Direct Instruction maximizes the opportunity for peer collaboration, project based discovery and learning, and slower instructional pacing based upon student need. Teachers have undergone training in the principles and practice of Universal Design of Instruction and are expected to build these principles into their weekly lesson plans that are submitted to their instructional lead teacher.

Progress Monitoring is an instrumental part to the Exceptional Learner's program and student success. Students are provided skill-based instruction by special education staff in small group, weekly sessions. Students are grouped by IEP goals and, dependent upon need, are scheduled throughout the week to receive instruction. Assessments are provided to measure the success of their IEP goals. Caseload managers monitor progress of reading, writing, math and transition goals and the goals are tracked with graphic data which is then provided to parents quarterly and/or when requested. Special education staff communicates with the special education coordinator on a regular basis to monitor student progress. Students who are not making adequate progress are referred for further evaluation and interventions to address their needs. Students who are making progress, have mastered their IEP goals, and are ready to work in new content are then scheduled for IEP revisions.

Student need varies from child to child and 21CCCS endeavors to accommodate all types of learners and needs. While students get acclimated to coursework and build relationships with their teachers and case manager, the special education staff offers various levels of assignment modifications based upon students' needs and ability levels. "Tier 1" level intervention is the reduction of frequently assessed skills and standards. Students who are assigned a Tier 1 modification receive the same quantity of instruction and practice of skills and standards, but in lieu of being assessed frequently on the same skill, these students may only require a limited quantity of assessment measures for the given skill and standard. This allows students with processing deficits or who require more time to complete assignments to focus on completing these assessments without worrying about falling behind their peers. "Tier 2" level interventions include the reduction of assessments as well as the modification of assignments based on student need. General education and special education

staff collaborate to create alternative assignments and instructional material for students within their identified areas of need. This provides students access to general education curriculum topics and skills, but on an adapted level to ensure student academic growth and success.

To ensure student success at 21CCCS, students follow the recommended evaluation cycle set forth by the Pennsylvania Bureau of Special Education and Chapter 711 of PA Code. Students are re-evaluated, at minimum, every three years, or every two years for students with an Intellectual Disability. Students' needs are programmed through their IEPs, which are updated at minimum on a yearly basis. Needs and accommodations are frequently revised as students progress through the year. Frequent reevaluation of students' needs allow for all stakeholders to review and revise programming based upon students' assessed needs and to provide interventions and accommodations that directly affect the student.

Students' academic programs are assessed and revised on a regular basis in order to assure that students are provided every opportunity for academic success. In addition to rigorous progress monitoring measures of IEP goals, students also are assessed each quarter using the Classroom Diagnostic Test and monthly using the STAR 360 diagnostic assessments. Assessments measure students' growth in reading, mathematics and science curriculum. Interventions are put in place through consistent monitoring of curriculum-based measurements and revisions to IEPs are conducted throughout the year on an as needed basis.

An instrumental part to educational planning for students with special needs is consistent communication between all relevant stakeholders. One way 21st Century Cyber Charter School encourages this communication is through frequent Parent Teacher Conferences. These sessions are traditionally more formal than the typical contacts between students, parents and learning coaches and are scheduled and documented. The parent teacher conference facilitates discussion regarding students' progress in both special education programming and traditional school work and addresses areas of concern, current interventions in place, and future interventions that may be needed. In some cases, students who present with additional needs beyond academics will be referred for a Functional Behavior Assessment and will have a Positive Behavior Plan developed and put in place as a part of their IEP. Related services, accommodations and goals work succinctly in order to allow every opportunity for student growth.

- **Using the chart on the following page, report the school's PSSA scores for each of the preceding years. Report out for subgroups, including, at a minimum, students with IEPs, students who are limited English proficient (LEP), race/ethnicity and economically disadvantaged. Explain how the scores correspond to the goals identified in the current charter. Discuss how the scores correspond to AYP as established in the Pennsylvania Accountability System.**

Charts are on pages 13-27.

As the charts indicate, 21CCCS made AYP for each of the years it was measured during this renewal period. This is a clear indication that 21CCCS is meeting its goals of improving academic performance and ensuring all students are being delivered instruction that is aligned to the PA Standards.

PSSA Report for Previous Years

Grade: 6

Subject: Math

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	5.3	13.3	12.9	9.7	51	Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	21.1	23.3	22.6	16.1	30.7	
	% Proficient	26.3	30	19.4	22.6	15.3	
	% Advanced	47.4	33.3	45.2	51.6	3	
IEP	% Below Basic	*	*	50	*	*	
	% Basic	*	*	25	*	*	
	% Proficient	*	*	25	*	*	
	% Advanced	*	*	0	*	*	
LEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
Econ. Disadvantaged	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
White	% Below Basic	5	17	9.5	11.5	37.5	
	% Basic	23	24	14.3	19.2	40	
	% Proficient	36	28	23.8	15.4	17.5	
	% Advanced	36	31	52.4	53.8	5	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 6

Subject: Reading

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	5.3	17.2	6.5	0	9	Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	5.3	13.8	19.4	22.6	38.4	
	% Proficient	57.9	41.4	35.5	38.7	39.4	
	% Advanced	31.6	27.6	38.7	38.7	13.2	
IEP	% Below Basic	*	*	25	*	*	
	% Basic	*	*	50	*	*	
	% Proficient	*	*	25	*	*	
	% Advanced	*	*	0	*	*	
LEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
Econ. Disadvantaged	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
White	% Below Basic	14	21	0	0	2	
	% Basic	9	18	23.8	23.1	42.1	
	% Proficient	55	36	28.6	38.5	59.8	
	% Advanced	23	25	47.6	38.5	15.7	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	14.6	9.4	13.7	9.2	46.8	Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	14.6	7.5	16.4	26.2	39.7	
	% Proficient	22.0	32.1	20.5	20.0	11.5	
	% Advanced	48.8	50.9	49.3	44.6	2	
IEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
LEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
Econ. Disadvantaged	% Below Basic	15	*	*	*	*	
	% Basic	15	*	*	*	*	
	% Proficient	30	*	*	*	*	
	% Advanced	40	*	*	*	*	
White	% Below Basic	17	9	10.9	6.1	32.4	
	% Basic	19	7	14.5	22.4	49	
	% Proficient	29	36	20	16.3	15.6	
	% Advanced	36	48	54.5	55.1	3	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 7

Subject: Reading

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	7.3	11.3	13.7	9.2	3	Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	17.1	5.7	19.2	16.9	35	
	% Proficient	24.4	39.6	37	30.8	55	
	% Advanced	51.2	43.4	30.1	43.1	7	
IEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
LEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
Econ. Disadvantaged	% Below Basic	10	*	*	*	*	
	% Basic	20	*	*	*	*	
	% Proficient	35	*	*	*	*	
	% Advanced	35	*	*	*	*	
White	% Below Basic	14	11	12.7	10.2	5	
	% Basic	19	9	16.4	8.2	28	
	% Proficient	19	36	40	28.6	60	
	% Advanced	48	43	30.9	53.1	7	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Math

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	11.5	10	13.3	17	49.6	Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	19.2	23.8	12	13.4	28.4	
	% Proficient	26.9	26.3	34.9	29.5	19	
	% Advanced	42.3	40	39.8	40.2	3	
IEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
LEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
Econ. Disadvantaged	% Below Basic	19	7.1	*	*	*	
	% Basic	28.6	28.6	*	*	*	
	% Proficient	23.8	39.3	*	*	*	
	% Advanced	28.6	25	*	*	*	
White	% Below Basic	10	11	10.9	15.6	39	
	% Basic	22	25	9.4	14.4	30	
	% Proficient	22	27	37.5	28.9	26	
	% Advanced	46	37	42.2	41.1	5	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Reading

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	5.8	12.8	4.8	5.4	9.1	Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	9.6	14.1	13.3	11.6	37.6	
	% Proficient	19.2	26.9	21.7	29.5	47.7	
	% Advanced	65.4	46.2	60.2	53.6	3	
IEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
LEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
Econ. Disadvantaged	% Below Basic	4.8	14.3	*	*	*	
	% Basic	19	17.9	*	*	*	
	% Proficient	23.8	28.6	*	*	*	
	% Advanced	52.4	39.3	*	*	*	
White	% Below Basic	8	15	3.1	2.2	7	
	% Basic	6	12	12.5	12.2	31.5	
	% Proficient	16	26	21.9	31.1	56.5	
	% Advanced	70	47	62.5	54.4	5	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Science

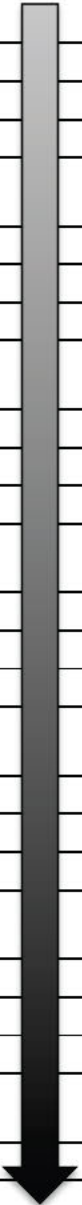
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	11.5	28.8	13.3	17.4	10	Science is not used to determine AYP.
	% Basic	17.3	20	14.5	13.8	20	
	% Proficient	46.2	25	38.6	45	45.3	
	% Advanced	25	26.3	33.7	23.9	24.7	
IEP	% Below Basic	*	*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
LEP	% Below Basic		*	*	*	*	
	% Basic	*	*	*	*	*	
	% Proficient	*	*	*	*	*	
	% Advanced	*	*	*	*	*	
Econ. Disadvantaged	% Below Basic	24	21.4	*	*	*	
	% Basic	21	35.7	*	*	*	
	% Proficient	31	21.4	*	*	*	
	% Advanced	24	21.4	*	*	*	
White	% Below Basic	16	31	10.9	12.6	6	
	% Basic	16	16	15.6	13.8	15.1	
	% Proficient	42	30	37.5	44.8	46	
	% Advanced	26	23	35.9	28.7	32.9	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Writing

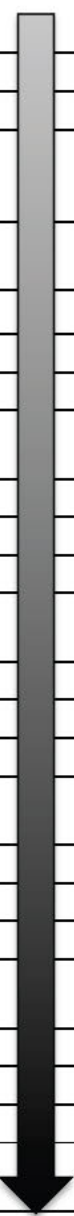
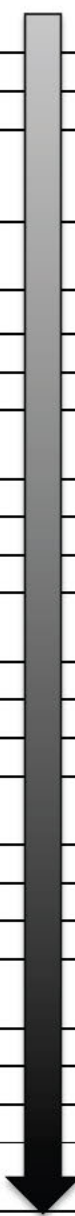
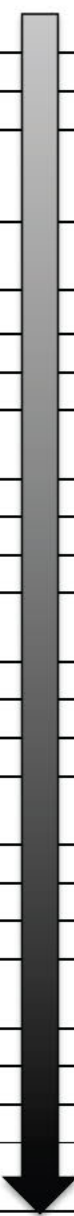
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?	
All Students	% Below Basic	0	0	2	3.7		Writing is not used to determine AYP.	
	% Basic	34	43.6	43.2	30.3			
	% Proficient	52.8	51.3	50.6	59.6			
	% Advanced	13.2	5.1	4.9	6.4			
IEP	% Below Basic	*	*	*	*			
	% Basic	*	*	*	*			
	% Proficient	*	*	*	*			
	% Advanced	*	*	*	*			
LEP	% Below Basic	*	*	*	*			
	% Basic	*	*	*	*			
	% Proficient	*	*	*	*			
	% Advanced	*	*	*	*			
Econ. Disadvantaged	% Below Basic	*	0	*	*			
	% Basic	*	57.1	*	*			
	% Proficient	*	42.9	*	*			
	% Advanced	*	0	*	*			
White	% Below Basic			1.6	2.3			
	% Basic			42.9	31.8			
	% Proficient			49.2	59.1			
	% Advanced			6.3	6.8			
	% Below Basic							
	% Basic							
	% Proficient							
	% Advanced							
	% Below Basic							
	% Basic							
	% Proficient							
	% Advanced							

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Math

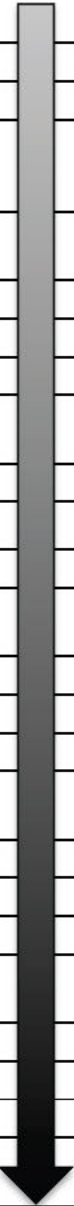

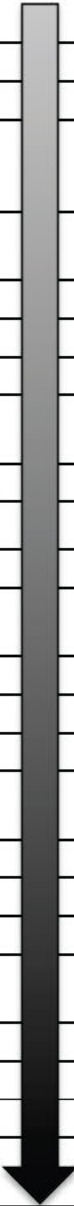
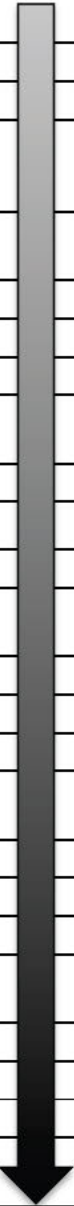

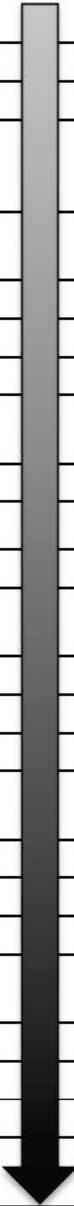
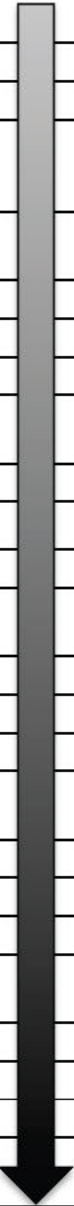

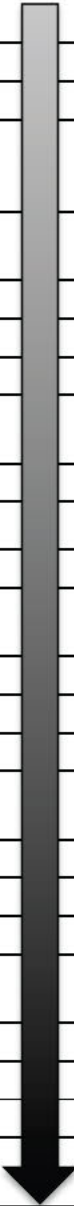
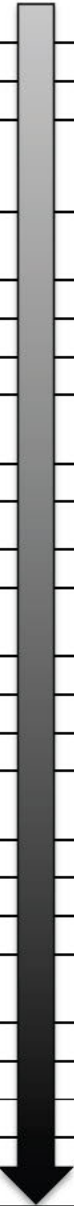

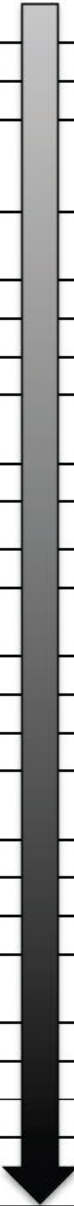
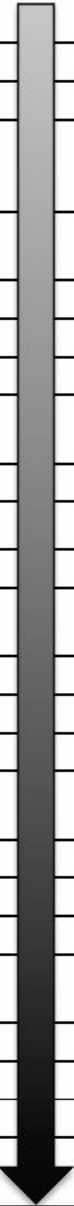

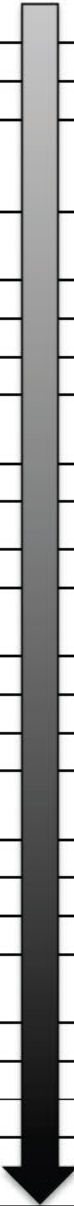
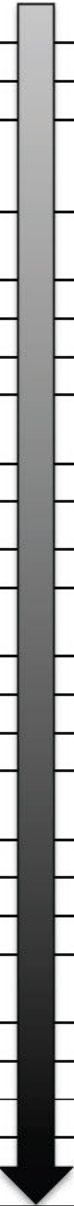

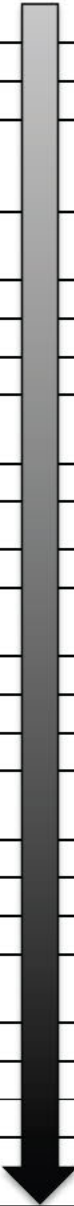
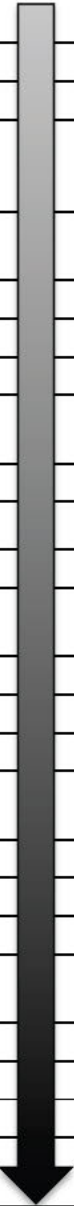

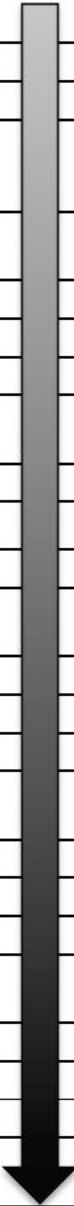
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?			
All Students	% Below Basic	29.1	33.9				Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.			
	% Basic	20.5	22.6							
	% Proficient	27.6	27							
	% Advanced	22.8	16.5							
IEP	% Below Basic	82	67							
	% Basic	18	8							
	% Proficient	0	8							
	% Advanced	0	17							
LEP	% Below Basic	*	*							
	% Basic	*	*							
	% Proficient	*	*							
	% Advanced	*	*							
Econ. Disadvantaged	% Below Basic	32	38.5							
	% Basic	20	19.2							
	% Proficient	44	23.1							
	% Advanced	4	19.2							
White	% Below Basic	25	34							
	% Basic	26	21							
	% Proficient	25	30							
	% Advanced	24	15							
Black	% Below Basic	40	*							
	% Basic	27	*							
	% Proficient	27	*							
	% Advanced	7	*							
Latino/Hispanic	% Below Basic	23	*							
	% Basic	23	*							
	% Proficient	38	*							
	% Advanced	15	*							

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Reading




Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	7.8	11.4				Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	14.1	16.7				
	% Proficient	34.4	32.5				
	% Advanced	43.8	39.5				
IEP	% Below Basic	25	27				
	% Basic	42	36				
	% Proficient	33	9				
	% Advanced	0	27				
LEP	% Below Basic	*	*				
	% Basic	*	*				
	% Proficient	*	*				
	% Advanced	*	*				
Econ. Disadvantaged	% Below Basic	16	12				
	% Basic	16	20				
	% Proficient	32	36				
	% Advanced	36	32				
White	% Below Basic	5	9				
	% Basic	17	21				
	% Proficient	35	32				
	% Advanced	43	38				
Black	% Below Basic	20	*				
	% Basic	20	*				
	% Proficient	33	*				
	% Advanced	27	*				
Latino/Hispanic	% Below Basic	8	*				
	% Basic	8	*				
	% Proficient	46	*				
	% Advanced	38	*				

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Writing






















Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	0	3.6				Writing is not used to determine AYP.
	% Basic	8.5	11.7				
	% Proficient	64.3	74.8				
	% Advanced	27.1	9.9				
IEP	% Below Basic	*	*				
	% Basic	*	*				
	% Proficient	*	*				
	% Advanced	*	*				
LEP	% Below Basic	*	*				
	% Basic	*	*				
	% Proficient	*	*				
	% Advanced	*	*				
Econ. Disadvantaged	% Below Basic	*	0				
	% Basic	*	12				
	% Proficient	*	76				
	% Advanced	*	12				
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Science













Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	11.7	4.5				Science is not used to determine AYP.
	% Basic	39.1	44.5				
	% Proficient	25.8	36.4				
	% Advanced	23.4	14.5				
IEP	% Below Basic	18	31				
	% Basic	73	46				
	% Proficient	9	15				
	% Advanced	0	8				
LEP	% Below Basic	*	*				
	% Basic	*	*				
	% Proficient	*	*				
	% Advanced	*	*				
Econ. Disadvantaged	% Below Basic	17	8				
	% Basic	49	56				
	% Proficient	22	16				
	% Advanced	12	20				
White	% Below Basic	12	6				
	% Basic	41	45				
	% Proficient	23	36				
	% Advanced	23	13				
Black	% Below Basic	31	*				
	% Basic	38	*				
	% Proficient	25	*				
	% Advanced	6	*				
Latino/Hispanic	% Below Basic	8	*				
	% Basic	46	*				
	% Proficient	46	*				
	% Advanced	0	*				

* No measureable sub-group at this time

Keystone Report for Previous Years

Grade: N/A

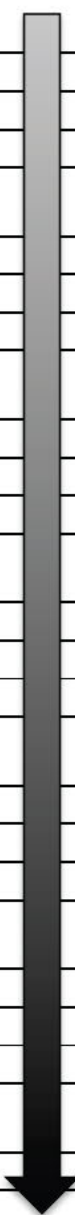
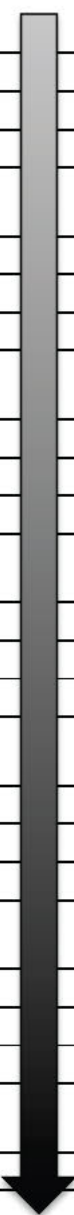
Subject: Algebra

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 5	How did this affect AYP determination?
All Students	% Below Basic			10.4	12.6	12.1	Keystone data is not used for AYP determination.
	% Basic			45.6	51.6	53.2	
	% Proficient			31.9	31.9	27	
	% Advanced			12.2	3.9	7.7	
IEP	% Below Basic			45.5	33.3	25	
	% Basic			42.4	51.1	50	
	% Proficient			9.1	15.6	17.9	
	% Advanced			3	0	7.1	
LEP	% Below Basic			50	40	33.3	
	% Basic			50	60	33.3	
	% Proficient			0	0	33.3	
	% Advanced			0	0	0	
Econ. Disadvantaged	% Below Basic			14.1	18.9	25	
	% Basic			53.1	47.2	47.5	
	% Proficient			25	30.2	25	
	% Advanced			7.8	3.8	2.5	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

Keystone Report for Previous Years

Grade: N/A













Subject: Biology

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 5	How did this affect AYP determination?		
All Students	% Below Basic			26.8	22.3	18.6	Keystone data is not used for AYP determination.		
	% Basic			35.9	43.1	43.5			
	% Proficient			30.8	28.3	28.8			
	% Advanced			6.5	6.4	9.1			
IEP	% Below Basic					50	58.5	37.1	
	% Basic					36.1	22	42.9	
	% Proficient					13.9	17.1	17.1	
	% Advanced					0	2.4	2.9	
LEP	% Below Basic					100	100	0	
	% Basic					0	0	66.7	
	% Proficient					0	0	33.3	
	% Advanced					0	0	0	
Econ. Disadvantaged	% Below Basic					28.1	27.5	35.1	
	% Basic					46.9	33.3	37.8	
	% Proficient					23.4	37.3	24.3	
	% Advanced					1.6	2	2.7	
	% Below Basic								
	% Basic								
	% Proficient								
	% Advanced								
	% Below Basic								
	% Basic								
	% Proficient								
	% Advanced								

Keystone Report for Previous Years

Grade: N/A

Subject: Literature

Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 5	How did this affect AYP determination?
All Students	% Below Basic			2.9	7.5	5.7	Keystone data is not used for AYP determination.
	% Basic			26.5	49.2	25.4	
	% Proficient			59.3	40.1	63.6	
	% Advanced			11.3	3.2	5.3	
IEP	% Below Basic			12	22.2	36	
	% Basic			48	63	20	
	% Proficient			36	14.8	40	
	% Advanced			4	0	4	
LEP	% Below Basic			0	50	0	
	% Basic			0	50	66.7	
	% Proficient			100	0	33	
	% Advanced			0	0	0	
Econ. Disadvantaged	% Below Basic			0	14.8	7.9	
	% Basic			32.6	51.9	36.8	
	% Proficient			62.8	29.6	55.3	
	% Advanced			4.7	3.7	0	
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

B. Educational Programs

- **Provide a detailed description of the curriculum offered and how it meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment). Also, provide a random sampling of lesson plans from different grade levels and academic disciplines.**

21CCCS provides a rich curriculum to all of its students. 21CCCS courses have been written by our teachers and are aligned to the PA Core and PA Academic Standards (Sample curriculum maps that demonstrate this alignment are attached in the attached Excel file export from the 21CCCS curriculum map database.). 21CCCS courses teach skills and encourage students to think critically. Course work requires students to work in multiple modalities including written and oral as well as independently and collaboratively. We offer courses in the following areas: English Language Arts, Mathematics, Science and Technology, Environment and Ecology, Social Studies, Arts and Humanities, Career Education, Health and Physical Education, and Family and Consumer Science. These offerings can all be viewed in the attached Course Catalog Appendix. Teachers plan instruction in each of these content areas in order to enable students to master the PA Core and PA Academic Standards. A sampling of planned instruction is attached in the Lesson Plan Appendix. To ensure students are mastering the standards in all courses, teachers utilize a variety of assessment techniques. Student assessments may include projects, speeches, essays, quizzes, exams, research papers, lab reports, practice problems, and more. Sample assessments are included in the Assignment Samples Appendix.

- **Describe the curriculum delivery method. Provide specific information pertaining to the hours of instruction, availability of teachers for direct assistance, method of instructional delivery, etc.**

21CCCS serves Pennsylvania students in grades 6 through 12. 21CCCS's instruction is delivered online, primarily in an asynchronous mode via Moodle, the Learning Management System (LMS). 21CCCS's asynchronous learning environment provides students with 24 hours a day, 7 days a week course access during the semester and a 56-hour per week window where they can work one-on-one with PA certified teachers. Students complete their work at the time of day that best suits their schedules. This allows students to process information and complete work at their own pace without the demands or stress of a real-time classroom setting. Ninth grade students are provided with a synchronous program to help them become successful with the rigors of high school. There is also a synchronous component available to all students via the Live Class.

Each course syllabus contains all required assignments. Moodle has a built in tool within each course that enables students to track their grades as they complete assignments. Courses also contain contact information for the teacher(s) as well as links to the virtual offices (Academic Departments, Grade Level, Guidance, and Tech Support), also known as VOs. Other helpful curricular resources found in each course include glossaries and links to relevant external websites.

Courses are divided into parts there are typically 16 parts in a course, where four parts represent one quarter. This allows students to easily pace themselves and complete courses on the schedule that is appropriate for their situation. Teachers also assist students in developing a daily schedule in which they earn a specific amount of points in order to keep on target in either completing the course or in maintaining a specific grade. Course points are standardized: 2,000 points in all Full Credit courses; 1,000 points in all Half Credit courses; 500 points in all Quarter Credit courses. This allows parents to quickly gauge the progress of their child without detailed knowledge of the course. For example, a student working at a normal pace should have earned approximately 500 points by the mid point of a Half Credit course. This makes it easy to create point goals so students can earn the grade they desire.

Courses contain a variety of activities to engage students and address varying learning styles. Each part within the course begins with an introduction as well as the essential questions or the objectives for the part. This is followed by a variety of activities and resources. Activities include lessons with text/graphics/video/audio clips, forums (discussion boards) in which students can have asynchronous discussions, Wikis for collaborative components, journals for reflections, and quizzes and assignments for various types of assessments. Resources include glossaries, flash cards and links to external websites.

The Learning Management System (LMS) logs all student activity both within the course and at the site level, in order for teachers to see how much time students are spending on particular activities, and what time of day they are completing work. This information can then be used to ascertain if the student's achievement is negatively affected by the times of day the student is completing his or her work. This information can also be used to determine if a student is spending too little or too much time on an assignment. The time spent on an assignment has helped to identify areas of need for specific students, and has aided with identification of specific learning disabilities.

In addition to the asynchronous learning environment, 21CCCS also offers a synchronous component in the form of live online class sessions, called a Live Class, using the Blackboard Collaborate software. Each class meets once a week at a specified time for instruction. Where there is a need, teachers also provide a student-centered "Work Session" outside of the regularly slotted Live Class time. These Work Sessions are similar to a Live Class in that they are focused on a specific topic or class assignment, but they also provide students the opportunity to review instructional material, hold discussions with peers based on the day's topic, and work on assignments with classmates.

In Live Classes and Work Sessions, students can communicate by typing questions and comments or by using a microphone to speak aloud: whichever method they are most comfortable with. Students can also communicate privately with the teacher via the teacher chat box, which is separate from the class chat room. This encourages students to ask questions they might not otherwise ask. A whiteboard, which can be used by both teacher and students, is available for a multitude of purposes: to write or type on, to share presentations and videos, to share applications, photos and graphics, and to share web pages. There is also the ability for teachers to share their desktops with students and even for students to provide teachers with access to their desktops (for trouble shooting purposes). These sessions also provide an opportunity for teachers to utilize small groups and partner instructional techniques, as students are able to interact with each other in addition to the teacher.

Blackboard Collaborate sessions are recorded so that students attending can review them later, and students not able to attend can still benefit from the discussions that take place in them. Prior year recordings are posted in classes for students who are working at an accelerated pace, enabling them to also take advantage of the sessions while they are working ahead.

Communication between teachers and students is a key component of student success. Students need prompt replies to requests for help, so 21CCCS teachers are required to respond to email and phone calls within 24 hours on school days. Teachers are available to students and parents in real time during both the day and evening, since the asynchronous model means students may need assistance outside of traditional school hours. Teachers are available in each department on school days from 8:00am - 8:00pm Monday through Thursday, and from 8:00am - 4:00pm on Friday. During these hours students may contact teachers via email, phone, or in the Virtual Office (VO).

The VO is where teachers spend the majority of their day. The VOs also use Blackboard Collaborate, which means they function similarly to Live Classes/Work Sessions. All department teachers share a common VO, which is open during the hours noted above. Students that come to a VO to work with a teacher are taken into an individual room where they can work together in private. They have the same tools available as in a Live Class session, including the whiteboard and choice of communication method. The VO is the method most students use to get help from teachers.

Though Moodle automatically grades simple assignments such as multiple choice and fill in the blank test questions, teachers grade more complex assignments. These include: open-ended questions, essay questions, papers/reports, and projects. Teachers provide feedback on the assignments so students can resubmit their work in order to achieve mastery (80% or better) on a topic. Students will typically visit their teachers in the VO to discuss the provided feedback before resubmitting an assignment. Teachers make a concerted effort to grade assignments within 48 hours so students do not have to wait for long periods of time for feedback. The meaningful, constructive feedback from teachers enables students to learn even after they have completed an assignment.

- **Describe how students are evaluated and how that evaluation is used to improve student achievement and attain learning objectives.**

A variety of evaluation tools and techniques are used at 21CCCS. This helps teachers meet students where they are through scaffolding and differentiation, while allowing teachers to monitor and ensure educational progress for each student. Assessments are utilized to gather diagnostic, formative and summative information about students. The school provides students with a variety of ways to demonstrate learning; both formal and informal assessments are used. Some of the methods used for formal assessment are multiple choice tests, benchmark tests, essays, student projects, journals, and forum posts. Informal assessments include real-time interactions with teachers in Virtual Offices during live classes or on the phone. These interactions could include polling students with multiple choice options to gauge their understanding of a topic, completing an “exit ticket” by private messaging a teacher, or completing group work in the Virtual Office with other students while the teacher monitors their discussion and checks for understanding. Assessment and evaluation is a formative process, and a variety of data is gathered to help increase student achievement.

Evaluation data is used to improve the focus and define the purpose of teaching. Along with state standards, assessment anchors, and objectives, each Live Class lesson plan must include specific data that indicates students’ needs for that particular objective or content. Teachers also monitor student performance on the assessments in their classes in order to adjust their instruction to address the needs of each student. For example, if a test is administered and the test scores show that a majority of students did not master a concept, it is the expectation that the teacher will go back and review that concept until the students reach mastery. Assessment data is also used to focus the students’ attention on their areas of strengths and weaknesses. The assessment data is used as a reflective tool to see how well the students are served within each of their classes and as a whole at 21CCCS.

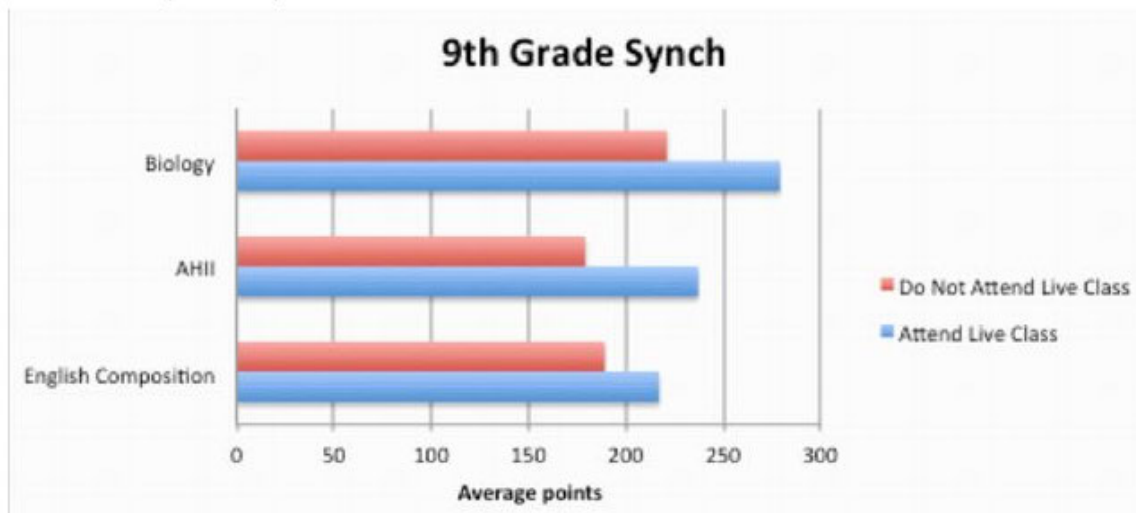
Another strategy in place to ensure students are being served as a whole is the learning coach (P4SL) model. Each teacher at 21CCCS is a learning coach (or P4SL) to a group of roughly 25 students or less. As the learning coach, the teacher is in constant communication with the student and family in regards to the student’s progress in classes and his or her academic achievement. It is important for students and their parents to understand where they stand academically so that they can set goals and work towards improvement. Learning coaches work with students during the year to set and adjust goals based on their progress in classes. This emphasis on accountability with someone the student has a personal relationship with is intended to help invest students in their progress. Additionally, it is the responsibility of the learning coach to invest in their students and communicate with them and their parents on a bi-weekly basis in order to help ensure that the students and parents are informed on their progress and meeting their academic goals. Learning coaches are very familiar with their student’s specific academic needs, allowing them to become a facilitator for the student with each of their subject area teachers.

Evaluation data is reported to parents frequently. While parents can check their child’s progress anytime online, feedback indicated that parents like traditional progress reports, so paper reports are mailed home for each child every three weeks. It is very important that parents are kept well informed about how their child is performing in school. Parents, along with the child’s teachers and learning coach, are recruited to be part of the team to help the child be successful academically.

A point system is used for grading. Full credit courses are graded out of 1,000 points, while half credit courses are out of 500 points. Students are encouraged to achieve mastery by earning 80% on each of the assignments they submit. Students earn points by completing assignments and activities within the class. In order to help them achieve the goal of 80% in their classes, students are encouraged to use the teacher feedback on graded assignments to review their work and make corrections or improvements. This opportunity to resubmit work is aided by teachers who are available in Virtual Offices to offer assistance and explain the feedback and requirements needed to earn full credit on the assignment. In-depth commentary and resources in teacher feedback point students in the right direction as they revisit a skill or concept and attempt to earn full credit on an assignment. The students’ ability to attain learning objectives is attributed to the fact that they are given multiple opportunities to attempt and master a skill.

Classroom Diagnostic Tools (CDT) benchmark tests are utilized once each quarter during the first three quarters in English, Math, and Science to help diagnose student needs. Learning coaches analyze the scores of the first benchmark tests for their students and set goals for improvement on each of the benchmarks that show areas of weakness. Additionally, each subject area teacher uses the CDT test results to identify strengths and weaknesses of their class as a whole, and to direct their instruction to focus on the standards, eligible content, and skills that show the most need. Targeting specific skill areas of weakness and precisely addressing them has shown improvement in student achievement. Teachers, with the approval of administration and their department, have freedom to implement specialized instruction and alternate assignments for low and/or high performing student groups. For instance, subject area teachers have the ability to develop various “paths” and programs for their classes in order to target specific groups of students who need remediation or acceleration that the general curriculum does not provide. Using a “path” system with modified content and assignments in 10th grade English Literature classes during the 2014-2015 school year, scores on the Literature Keystone improved from 41% of students scoring proficient or advanced to 70% scoring in those categories. Additionally, 9th grade students who have historically shown a need for more structure and direct instruction upon entering high school are given the option of entering a “synchronous” program in which there is more class and work session time available to them. These kinds of adjustments based on student needs are the result of collaboration and use of assessment data. While this program was just piloted during the 2014-2015 school year, data shows that students who attended the majority of the live classes performed higher than those who did not attend as frequently. The following graphs show the difference in the average number of points that students earned in correlation to their attendance in live classes.

Class	Attending Class	Not Attending Class
English Composition	217 points	189 points
American History	237 points	179 points
Biology	279 points	221 points



In addition to the resources outlined above, students who are identified with an IEP are given additional instruction and opportunities to receive the help they need to complete assessments. If a student has an IEP, the Special Education Coordinator includes the results of the benchmark tests on the student’s Present Levels of Educational Performance (PLEP) section in his or her IEP, and develops IEP goals that address specific categories in need of improvement. Using these goals, special education teachers develop a modified order of assignments, or MoA. MoAs allow teachers to provide alternate assessments that are often pared down, focusing directly on the skills and reinforcing the areas where students need help. Students then have opportunities to attend specially planned Direct Instruction sessions that are held once per week. During these sessions, teachers focus directly on re-

teaching skills, completing assignments, and allowing students to work with other classmates in order to complete the task at hand.

Through these sessions and targeting skills based assessments, students have shown improvement in achievement and level of confidence in their abilities. In addition to the assessment of student growth shown through class assignments, students with IEPs also take the CDT test each quarter. STAR math and reading tests are also administered to students who are being evaluated or reevaluated. The results of these tests are analyzed to determine where students are making gains and in what areas they need to continue improving.

Students with IEPs are evaluated following the recommended evaluation cycle set forth by the Pennsylvania Bureau of Special Education and Chapter 711 of PA Code or more frequently if found necessary by invested stakeholders. A comprehensive evaluation is then conducted which examines a child's functional, developmental, and academic needs. Evaluations are scheduled with contracted school psychologists who meet the student and parent at mutually agreeable locations to conduct technically sound instruments of assessments. Information gathered from the evaluation is then utilized to determine a child's special education and related service needs. Assessments include a review of existing data from a variety of sources, including but not limited to a student's classroom work and in class assessments, state and local assessment results, teacher, parent and student input, prior and current grades, and anecdotal records of the student. Results of the evaluation identify the strengths and needs of each student and IEP goals, objectives, related services and accommodations are based off of the evaluation results.

In addition to the tri/bi annual evaluation(s), students' IEP goal progress is rigorously monitored through progress monitoring. Students' achievement within their IEP goals is closely observed. As students progress, the IEP team meets to revise goals and objectives in order to continue moving students to further growth. If a student has not made any gains within his or her IEP goals, interventions are put in place to address any needs that may have not been programmed for previously. Student achievement is also evaluated through the Classroom Diagnostic Test and STAR 360 assessment, which provide frequent snapshots of students' progress within the PA standards and eligible content. Again, interventions are put in place for individual and groups of students who are struggling in order to identify and provide necessary early intervention measures to maximize students' success with learning objectives.

Sample assessment are attached in the Assessment Appendix.

- **Describe teaching methods used to enhance student learning. Describe professional development provided by the cyber charter school and how the professional development has been used to enhance the delivery of instruction.**

21CCCS focuses on continuous learning by supporting teachers in their learning and using that learning to support the students. Professional Development at 21CCCS is focused on the delivery of instruction and ways to enhance student learning. Examples are detailed below:

Teaching Methods:

Multiple teaching methods are used because all students learn differently. The teachers choose the appropriate methods based on factors such as content and students' needs and interests. Since 21CCCS students vary in needs and interests, multiple teaching methods are an essential component in connecting and prompting students to learn.

The teaching methods chosen have a sound theoretical basis and have demonstrated a positive impact on student learning. The teaching methods used at 21CCCS are as follows:

Whole-Group Instruction

What: Whole-group instruction is defined as teachers presenting a lesson to the whole class with little differentiation in content for the students.

How: Through the use of BlackBoard Collaborate, teachers provide whole-group instruction for students to attend and participate in actively. Whole-group instruction can be used for introducing a new concept; discussing background knowledge; teacher modeling through reading, making predictions, demonstrating a process or providing examples on the white board; story telling; sharing; or providing peer modeling. All whole-group instruction sessions are recorded so students who were not able to attend are able to view the instruction at a later time.

Teaching by Objectives

What: This method is based on the logic of making clear to the student, as well as the teacher, the exact skills to be learned. This method is often incorporated with other methods (e.g. direct instruction and mastery learning).

How: 21CCCS courses provide students with the essential question, goals, and objectives for the material taught. By using the teaching by objectives method, teachers communicate to the student what is expected to be accomplished, allowing students to focus their attention on those key elements of a lesson or segment. The objectives are aligned to PDE standards and evaluated and modified based on each student's assessments.

Adaptive or Individualized Instruction

What: The adaptive or individualized instruction allows teachers to provide for the specific needs of students. When utilizing the adaptive method, it is important to take into account the student's intellectual abilities and prior achievement, cognitive and learning styles, and motivation and related personality characteristics.

How: 21CCCS students are encouraged to advocate for themselves for adaptive or individualized instruction as needed. Teachers are also encouraged to advocate for students as needed. Adaptive or individualized instruction is initiated by a student-teacher communication, parent-teacher conversation, or an individualized educational plan. Once adaptive or individualized instruction is used, this information is documented in the Student Information System. Modifications of curriculum standards or objectives are only possible through an Individualized Educational Plan (IEP).

Mastery Learning

What: The mastery learning model is based on Bloom's Taxonomy. In essence, mastery learning focuses on the skills to be mastered or achieved and an assessment or testing process to determine if students have attained the skills after a segment of instruction. If students master the skill, they move to a new skill or set of skills. If students do not master the skill, they cycle through supplemental instruction and are reassessed.

How: The course material is designed for mastery learning. Students who earn less than an eighty percent are instructed to go back and resubmit to earn eighty percent or better. To prove mastery, the student could do any of the following; make a correction, complete an alternative assignment, complete alternative exam or quiz, complete additional work, work with a peer, or work with the instructor.

Cooperative Learning

What: Cooperative learning is based on Johnson and Johnson work that involves the cooperation between and among students in learning. Cooperative learning can be an effective learning atmosphere that focuses on group identification and allows working with peers in a constructive and cooperative manner. Cooperative learning techniques are beneficial for academic and social skill development. Cooperative learning groups are monitored to ensure shared leadership, groupings, positive interdependency, social skill acquisition, and group autonomy.

How: In an online school, cooperative learning is an important aspect in providing the opportunity to develop social skill acquisition and being able to work collaboratively with others. Students are provided opportunities to work in groups on projects during class times. A possible result is that their project is shared in the "cyber hallway." Students are also encouraged to partner with peers to work on assignments in BlackBoard Collaborate rooms during a time and day that works for everyone. Teachers bringing students together to work on similar concepts and concerns can also create groups. Another option is that the students can attend a study group or a club to improve social skills, collaboration, learning concepts, or to have fun.

Learning Styles

What: Learning styles is based on the concept that learning styles vary from person to person. This means that one student may learn best through a particular method of instruction, and another student may learn more effectively through another type of instruction.

How: At 21CCCS learning styles are addressed in two ways: embedding activities which address multiple learning styles in the courses, and focusing on informing individual students about their own learning styles.. 21CCCS focuses on informing individual students about what learning style they have shown they are most successful with. 21CCCS works with students to identify and understand their preferences in learning styles so they can be most effective and efficient for mastering the content. Students also see new perspectives and enhance their tolerance for differences among others. This can aid students in developing interpersonal skills to work effectively with others who have different styles or preferences.

Direct Instruction

What: Direct Instruction and explicit teaching allows the instruction to be used to direct the learning activities for all learners. The instructor is supplying the stimuli for students, as opposed to students discovering.

How: At 21CCCS students can receive direct instruction in virtual offices, virtual classrooms, and recorded audio or video clips. The clips are available through the curriculum and may present step-by-step processes, cover logical sequences, provide outlined structure for material to be read, and/or detailed explanation of key concepts. The goal of the direct instruction is to provide another means of presenting content, provide an introduction and guide to new content, explain, and reinforce difficult concepts, and to allow for students to check their understanding.

Implicit or Inquiry

What: The inquiry method is important for students to learn to become self-directed learners. The goal is to structure the learning environment so that through experiences students begin to put together the relationship between variables.

How: At 21CCCS students are given choices and options in their learning. Students are encouraged and guided in being advocates for their own learning and taught methods for becoming stronger independent learners. Teachers connect with students as needed to ensure understandings of relationships between variables are made from the course assignments.

Integrated Thematic Instruction

What: The integrated thematic approach presents meaningful content, presented in activities that students can choose from, that they have time to process, and that cover concepts applied across the curriculum.

How: At 21CCCS students are provided thematic approach lessons within the courses, for example WebQuests. WebQuests are inquiry-theme based activities in which students demonstrate their knowledge. They are provided creative product tasks, journalistic tasks, compilation tasks, persuasion tasks, analytical tasks, self-knowledge tasks, and more. The main critical attribute of a WebQuest is to facilitate the transformation of information into a newly constructed, assimilated understanding. Information is presented in a scaffolded learning structure that links to essential resources on the World Wide Web and presents as an authentic task to motivate students.

Learning by Doing & Computer Assisted Instruction

What: The learning by doing is a method that utilizes practices such as simulation, gaming, case study, manipulation, and experiments. This allows learning to be less abstract and allows learners to perform a task and acquire the skills. The advantage of learning by doing is that it allows students to reproduce the behavioral processes needed to perform in a real-world setting.

How: At 21CCCS students learn by doing through the use of interactive computer applications. Students complete activities by following the same steps as if they were being done in the real world. The advantage of using the computer application is that a student is able to repeat and return to the activities as many times as needed. The advantage of computer-assisted instruction is its patience, consistency, and ability to motivate students as long as it is not overused. It

allows for individualization, complements students being independent learners, and represents a process and problem based oriented learning that requires active participation.

21CCCS focuses on continuous learning by supporting teachers in their learning and using that learning to support the students. Professional Development at 21CCCS is focused on the delivery of instruction and ways to enhance student learning. Examples are detailed below:

- **Describe professional development provided by the cyber charter school and how the professional development has been used to enhance the delivery of instruction.**

Professional Learning Communities

Teachers have the opportunity to take part in Professional Learning Communities (PLCs) multiple times per year. These PLCs focus on educational books and are led by a teacher. During the bi-weekly meetings, teachers discuss the section of the book they were assigned to read, come up with strategies that can apply to their teaching, and review the implementation and success of strategies used in teaching.

Professional Learning Communities offered have included:

How Children Succeed by Paul Tough

How Children Succeed introduces us to a new generation of researchers and educators, who, for the first time, are using the tools of science to peel back the mysteries of character. Through their stories—and the stories of the children they are trying to help—Tough reveals how this new knowledge can transform young people’s lives. He uncovers the surprising ways in which parents do—and do not—prepare their children for adulthood. And he provides us with new insights into how to improve the lives of children growing up in poverty. This provocative and profoundly hopeful book will not only inspire and engage readers, it will also change our understanding of childhood itself.

Beyond the Bake Sale by Anne Henderson

Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education. *Beyond the Bake Sale* shows how to form these essential partnerships and how to make them work.

Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom by David Sousa

In Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom, authors David Sousa and Carol Ann Tomlinson examine the basic principles of differentiation in light of what the current research on educational neuroscience has revealed. This research pool offers information and insights that can help educators decide whether certain curricular, instructional, and assessment choices are likely to be more effective than others. The authors also offer suggestions on how to establish and manage differentiated classrooms without imposing additional heavy burdens on teachers: teach differently and smarter, not harder. In fact, when properly implemented, differentiation emphasizes shared responsibility between teacher and student - a desirable outcome because the brain that does the work is the brain that learns!

Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator by Dave Burgess

Based on Dave Burgess's popular "Outrageous Teaching" and "Teach Like a PIRATE" seminars, this book offers inspiration, practical techniques, and innovative ideas that will help you to increase student engagement, boost your creativity, and transform your life as an educator. You'll learn how to: tap into and dramatically increase your passion as a teacher, develop outrageously engaging lessons that draw students in like a magnet, establish rapport and a sense of camaraderie in your classroom, and transform your class into a life-changing experience for your students. This groundbreaking inspirational manifesto contains over 30 hooks specially designed to captivate your class and 170 brainstorming questions that will skyrocket your creativity. Once you learn the Teach Like a PIRATE system, you'll never look at your role as an educator the same again.

Deeper Reading by Kelly Gallagher

Building on twenty years of teaching language arts, Kelly Gallagher, author of *Reading Reasons*, shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. In *Deeper Reading*, Kelly shares effective, classroom-tested strategies that enable your students to: accept the challenge of reading difficult books; move beyond a "first draft" understanding of the text into deeper levels of reading; consciously monitor their comprehension as they read; employ effective fix-it strategies when their comprehension begins to falter; use meaningful collaboration to achieve deeper understanding of texts; think metaphorically to deepen their reading comprehension; reach deeper levels of reflection by understanding the relevance the book holds for themselves and their peers; and use critical thinking skills to analyze real-world issues. Kelly also provides guidance on effective lesson planning that incorporates strategies for deeper reading.

Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov

Teach Like a Champion offers effective teaching techniques to help teachers, especially those in their first few years, become champions in the classroom. These powerful techniques are concrete, specific, and are easy to put into action the very next day. Training activities at the end of each chapter help the reader further their understanding through reflection and application of the ideas to their own practice.

Feedback: The Hinge That Joins Teaching and Learning by Jane E. Pollack

Jane E. Pollock, coauthor of *Classroom Instruction That Works*, expands on the bestseller's feedback strategy in this groundbreaking work. While feedback is not a new concept, what is new is using it the way people use computer apps—to set goals, track their progress, and regulate their own learning. With only a slight shift in teaching strategy, this no-cost technique: informs teachers while students are learning, not after; engages and motivates learners; teaches 21st-century skills; and helps students understand and meet standards.

Mentoring

Newly hired teachers go through a two-year mentoring program that pairs them with experienced cyber teachers. Even teachers who have taught before are part of the program; becoming an effective cyber teacher is not taught in teacher-training programs and requires support. Mentees meet with their mentors for an hour a week, outside of work hours, and participate in bi-monthly meetings with other mentees and a supervisor. Topics covered during these individual and group meetings focus heavily on effective teaching methods. As a follow-up to the skills and strategies discussed, mentor teachers observe their mentees several times a quarter and offer suggestions for improvement. At the end of the two-year mentoring program, mentees prepare a presentation for administration detailing their growth in online teaching skills and their plans for the future at the school.

Mentors focus on the iNACOL Standards of Quality Online Teaching, which can be found in the Professional Development Appendix.

Professional Development Days

Teaching methods are a frequent topic for professional development days because success with students depends on thoroughly trained teachers. Some examples of these professional developments include:

Reading in the Content Area

This session focused on teaching reading in each content area and demonstrated Reading Apprenticeship strategies for the classroom. Teachers read difficult texts, reflected on their reading process, and discussed connections to their student's strategies. They then reviewed ways in which to help strengthen teacher reading and understanding. The presentation is included in the Professional Development Appendix.

The Power and Importance of Reflecting on Teaching

This session discussed the importance of reflective teaching and had teachers view one of their recorded classes. Teachers then reflected on their teaching strategies and brainstormed ways to improve their teaching. Teachers were paired together and reviewed their partner’s class, offering suggestions for improvement.

Close Reading Strategies

This session discussed close reading strategies across content areas. Instructors modeled close reading and discussed strategies to use in their live classes and class curriculum. The presentation is included in the Professional Development Appendix.

Effective and Dynamic Feedback

This session focused on feedback, which in our online, mastery environment is essential to student learning. This session relied on data pulled from research and student surveys, and discussed different types of feedback that could be utilized to improve student learning and resubmissions. The presentation is included in the Professional Development Appendix.

Reading Apprenticeship Training

Six middle school teachers volunteered to take part in a yearlong Reading Apprenticeship training, after the school qualified for a training grant. The teachers attended a two day training in June and will attend two day trainings in December and the following June. They will also take part in online meetings once a month and school-based weekly meetings to discuss their use of the strategies. The Reading Apprenticeship strategies are focused on helping student achievement: “Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum. As a result, students develop the literacy competencies, subject area knowledge, and the learner dispositions they need—for school, college, careers, and life (Reading Apprenticeship at WestEd).”

Staff Meetings

Staff meetings are often used to discuss teaching strategies and share success stories with strategies. Some strategies are:
Differentiation in live classes
Everybody writes
Successful exit tickets
Effective grouping strategies

- **Attach the school calendar for the current school year and for next school year. Attach a copy of the School Improvement Plan if one has been developed.**

See School Calendar Appendix for the 2014-2015 and 2015-2016 school year calendars. No School Improvement Plan has been required. Please see the Comprehensive Plan attached in the Comprehensive Plan Appendix.

C. Future Goals and Objectives

- **What measurable outcomes will the cyber charter school achieve over the next five years?**
 - **Use the chart below to respond to academic goals listed and the empty rows to insert your own academic and non-academic goals. Be sure to include goals for any new grades being proposed.**

Goals for Future Planning						
	Current Status	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Local test data goals for all grades tested (CDT)						
English -	72%	75%	78%	81%	84%	87%
Mathematics	53%	58%	63%	68%	73%	78%
PSSA goals for all grades tested						
6 th ELA	51%	56%	61%	66%	71%	76%
7 th ELA	60%	63%	66%	69%	72%	75%
8 th ELA	47%	52%	57%	62%	67%	72%
6 th Math	20%	30%	40%	50%	60%	70%
7 th Math	17%	27%	37%	47%	57%	67%
8 th Math	26%	35%	44%	53%	62%	71%
8 th Science	67%	70%	73%	76%	79%	82%
Keystone - Literature	70%	72%	74%	76%	78%	80%
Keystone - Biology	37%	42%	47%	52%	57%	62%
Keystone - Algebra	34%	40%	46%	52%	58%	64%
Cohort Graduation Rate	64%	66%	68%	70%	72%	74%
Student Retention	67.9%	70%	72%	74%	76%	78%

Enrollment (ADM)	832	1030	1230	1430	1630	1830
Parent/Family Engagement	Establish Baseline	+5%	+5% over previous year	+5% over previous year	+5% over previous year	+5% over previous year
SPP Score	66	70	71	72	73	74
Progress on IEP & GIEP goals	Establish Baseline	3% growth overall from baseline or 95% progress on goals	6% growth overall from baseline or 95% progress on goals	9% growth overall from baseline or 95% progress on goals	12% growth overall from baseline or 95% progress on goals	15% growth overall from baseline or 95% progress on goals
Drop out rate	6.06%	5.5%	5.0%	4.5%	4.0%	3.5%

Local test data goals for all grades tested (CDT)-

The local test that we use throughout the school is the Classroom Diagnostic Tools (CDT) which is a benchmark based on content assessed by the Keystone and PSSA Tests. CDT data assists teachers in diagnosing students’ current mastery of standards. The current status percent is an average score for all grade levels (6-12) over three testing windows (Fall, Winter, Spring) in Math and English/Language Arts (ELA). The goal of a 3% increase in ELA and 5% increase in Math was determined through analysis of current and historical data.

PSSA goals for all grades tested-

PSSA Proficiency and Advanced scores in Math and English/Language Arts (ELA) dropped significantly for the 2014-2015 school year as a result of a change in standards assessed. 2015 PSSA tests now assess PA Common Core standards, which are more rigorous standards than previously assessed. The current status numbers are the percent of students in each grade and test that scored proficient or advanced on the 2015 PSSA test. We have established a 10% increase each year in 6th and 7th grade Math PSSA scores, a 9% increase each year in 8th grade Math PSSA scores, a 5% increase in 6th and 8th grade ELA PSSA scores, and a 3% increase in 7th ELA and 8th grade Science PSSA scores.

Keystone Exams-

The Keystone Exam is a mastery-based assessment administered as an end of course exam to students who have completed an Algebra 1, Biology, or Literature course. The baseline percentage displayed represents the percentage of all students who took the Keystone Exams during the 2014-2015 school year. The intent of 21CCCS’ academic team is to grow a consistent measured percentage over the five-year time frame. This is important to 21CCCS not only because it is a metric that the Pennsylvania Department of Pennsylvania (PDE) measures the school by, but it is also a great barometer to highlight how our students are achieving this particular school year. These proficiency numbers, in tandem with the Pennsylvania Value Added Assessment System (PVAAS), are critical components of how the school is closing the achievement gap present throughout the educational landscape in Pennsylvania and specifically to 21CCCS. These exams consist of a 40% makeup of the School Performance Profile (SPP).

Cohort Graduation Rate-

The cohort graduation rate is a measurement of how a group of students progressed through high school within the four-

year time frame established by the state. Students' entry into 9th grade is tracked as the first year of high school and they have four academic years from that point to graduate with a high school diploma. Cohort graduation rate can be challenging for highly transient schools such as 21CCCS. Students frequently enroll in our school as a last resort and may have spent 2-3 years in high school while earning few to no credits. The challenge of getting students "caught up in credits" is a great one. 21CCCS works with students to enroll them in credit recovery courses, summer courses, and utilizes block type scheduling to attempt to get all students on track for a four-year high school graduation. The academic team's goal is to increase this rate by a sustainable factor of 2% per annum.

Student Retention-

Student retention percentage is the percentage of students who end the prior school year with 21CCCS and enroll for the subsequent school year. For example at the end of the 2013-2014 school year there were 808 students enrolled at 21CCCS. Ninety-seven of those students graduated and 483 returned for a retention rate of 67.9% ($483/711=67.9\%$). Using this metric, 21CCCS plans on increasing the retention rate 2% for the next 5 years. This is important as a measurable goal because students who end the school year with 21CCCS and return in the next school year are more inclined to be successful academically. Retention is also important for staffing projections and a stable financial picture.

Average Daily Membership/ Enrollment-

Enrollment (ADM) is an important metric because it is in direct correlation to the academic and financial success of 21CCCS. The plan to increase ADMs at 21CCCS is in anticipation of reduced funding and a response to positive academic achievement at the school. The ADM number is directly tied to enrollments. Historically ADMs are 83% of total enrollment for the year. The anticipated increase in ADMs is capped at 200 per year so that increased growth is manageable both educationally and financially. Any growth beyond 200 ADMs per year would be a detriment to our students. Recruitment and training of new teachers to accommodate increased numbers must be taken into consideration. Other factors will include space to house teachers and additional support staff. An increased presence in Western Pennsylvania would be a natural outgrowth of increased enrollments and ADMs.

Parent/Family Engagement-

As a cyber charter school, we recognize that having parents and family members become members of our school community is a challenge for us. In the past years, we have run numerous initiatives to attempt to increase our family involvement, some of which have been successful and others that have not. Moving forward, we plan to continue to strive for increased family involvement. Keeping our families happy and involved helps create a feeling of community, which in turn strengthens our students' interest in school. There is a positive correlation between positive family involvement in school and higher grades, participation, and graduation rates and lower retention and drop out rates for students. To measure this goal, our school will keep track of family attendance at events such as our field trips, back to school nights, and community outreach events. The goal will be measured as a percentage of attendance by families out of the total number of families enrolled in our school. After establishing a baseline during the 2015-2016 school year, we will strive to improve our family engagement rate by at least 5% per year.

SPP Score- It is the goal of 21CCCS to continue to grow and provide our students with excellent instruction in order to prepare them for college and a career. The School Performance Profile incorporates multiple measures including academic achievement, closing the achievement gap, growth, graduation rates, as well as other measures of advanced achievement. 21CCCS' goal is to be above a SPP of 70, which the state uses as the measure for schools that are making satisfactory progress. Our current score of 66 puts us well within reach of that goal. With the recent change in PSSA tests and cut scores we anticipate a drop in SPP score which will mimic the drop that will likely be seen in schools that administer PSSAs across the state. We have set our future goals at what we believe is a manageable level that pushes our teachers and students to achieve at ever increasing levels but also marks attainable goals.

Progress on IEP & GIEP goals-

Measuring progress on Individualized Education Program (IEP) & Gifted Individualized Education Program (GIEP) goals are important measures of our progress as a school. Students with IEPs need additional support to perform well in their classes, on standardized testing, and in learning to organize themselves to prepare for the cyber learning

environment. IEP goal growth represents movement and progress for some of our most challenging students. Many of these students, and their families, have become disillusioned by the education system and chose our school as an escape from a school where they were not making progress and/or getting enough supports. GIEP goal growth represents growth and movement for our most advanced students to help them reach their ultimate academic potential. These students commonly perform well on their standardized tests and across the board in the curriculum. It is just as important to help them continue to advance as it is to support our struggling populations of students. There is ongoing conversation in our school about how we can further push these students to reach new challenges and further advance. These goals will be measured by ongoing review of IEP and GIEP progress reports, which are published quarterly. The goal will be measured by reviewing the total number of goals that demonstrate student progress toward achievement of the goals. This goal will be measured as a percentage out of how many total IEP & GIEP goals are being worked on in total in our school. After establishing a baseline during the 2015-2016 school year, we will strive to improve our progress on IEP & GIEP goals by at least 3% per year.

Drop Out Rate-

21CCCS had a drop out rate of 6.06% during the 2014-2015 school year. This was calculated by dividing the number of students enrolled in grades 7-12 at the October 1st collection by the number of students who were reported as drop outs during the 2014-2015 school year. 21CCCS strives to keep students enrolled in school and works with those considering dropping out by having a conference with them to discuss and offering them other options. We also work closely with districts to get them re-enrolled and track their next movements once they withdraw from our school. We have set our goals to continue to decrease the student drop out rate over the next 5 years so that we can ensure that all students are prepared to enter the world of college or career with the skills necessary to be successful.

II. School Operations and Management

A. Teacher Evaluation and Professional Development

- **How are teachers and administrators evaluated? Describe the standards for teacher and staff performance.**

Each professional and administrative employee is assigned to a supervisor who is responsible for evaluating the employee's job performance. The Director is responsible for assuring that proper supervision and evaluation are accomplished (Policy # 0816.01). Each evaluation tool used is based on extensive research in the area of merit pay and the effects on motivation and performance.

Teaching staff are evaluated twice a year by their supervisor. The evaluation tool utilized by 21CCCS is based on Charlotte Danielson's Framework for Teaching, iNacol (International Association for K-12 Online Learning) National Standards for Quality Online Teaching and PDE's Educator Effectiveness tool. Utilizing these three resources allows 21CCCS to evaluate teachers on best practices for online teachers. The evaluation tool is broken into 5 domains (Curriculum & Planning, Instruction, Assessment, Professional Growth & Professionalism, and Student Achievement, Attendance, & Communication). Each domain has several sub-categories; those domains and subcategories are outlined below:

Curriculum & Planning

- Plans with knowledge of content and delivery styles
- Demonstrates a clear understanding of the curriculum/standards
- Makes real world and cross-curricular connections

Instruction

- Uses higher order thinking skills
- Encourages student collaboration

- Utilizes available technology
- Engaging instruction (maintains high rates of attendance)
- Maintains high quality course content
- Constructive learning environment

Assessment

- Uses various types of assessment (diagnostic, summative, formative)
- Provides meaningful, timely feedback
- Uses data to plan interventions

Student Achievement, Attendance, and Communication

- Master rates (80% or above)
- Pass rates
- Improvement in benchmark scores
- P4SL attendance
- Constructive contact with P4SLs and families

Professional Growth and Professionalism

- Grows through participation in professional learning opportunities
- Customer service
- Supports school's vision and mission
- Collaborates with peers
- Teacher expectations

Below are crosswalks comparing the PDE Educator Effectiveness tool to the 21CCCS evaluation tool. The left column indicates areas assessed on the PDE Educator Effectiveness tool while the right column indicates what subcategory in the 21CCCS evaluation tool covers that same criteria.



Domain 1: Planning and Preparation	Comparable 21CCCS Evaluation Category
• 1a: Demonstrating Knowledge of Content and Pedagogy	• CP1. Plans with knowledge of content and delivery style
• 1b: Demonstrating Knowledge of Students	• CP2. Demonstrates a clear understanding of the curriculum/standards/students
• 1c: Setting Instructional Outcomes	• CP3. Makes a real world and cross-curricular connections
• 1d: Demonstrating Knowledge of Resources	• IN3: Utilizes available technology resources
• 1e: Designing Coherent Instruction	• IN5: Maintains high quality course content
• 1f: Designing Student Assessments	• IN5: Maintains high quality course content



Domain 2: Classroom Environment	Comparable 21CCCS Evaluation Category
<ul style="list-style-type: none"> • 2a: Creating an environment of respect and rapport 	<ul style="list-style-type: none"> • IN2: Encourages student collaboration
<ul style="list-style-type: none"> • 2b: Establishing a culture for learning 	<ul style="list-style-type: none"> • IN6: Constructive Learning Environment
<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures 	
<ul style="list-style-type: none"> • 2d: Managing Student Behavior 	<ul style="list-style-type: none"> • IN6: Constructive Learning Environment
<ul style="list-style-type: none"> • 2e: Organizing Physical Space 	



Domain 3: Instruction	Comparable 21CCCS Evaluation Category
<ul style="list-style-type: none"> • 3a: Communicating with students 	<ul style="list-style-type: none"> • AS2: Provides meaningful timely feedback
<ul style="list-style-type: none"> • 3b: Using questioning and discussion techniques 	<ul style="list-style-type: none"> • IN1: Uses higher order thinking skills
<ul style="list-style-type: none"> • 3c: Engaging students in learning 	<ul style="list-style-type: none"> • IN4: Engaging Instruction
<ul style="list-style-type: none"> • 3d: Uses assessment in instruction 	<ul style="list-style-type: none"> • AS1: Uses various types of assessment (diagnostic, summative, formative)
<ul style="list-style-type: none"> • 3e: Demonstrating flexibility and responsiveness 	<ul style="list-style-type: none"> • AS3: Uses data to plan interventions



Domain 4: Professional Responsibilities	Comparable 21CCCS Evaluation Category
• 4a: Reflecting on teaching	
• 4b: Maintaining accurate records	• PGP5: Teacher Expectations
• 4c: Communicating with Families	• PGP2: Customer Service
• 4d: Participating in a professional community	• PGP1: Grows through participation in professional learning opportunities
• 4e: Growing and developing professionally	• PGP1: Grows through participation in professional learning opportunities
• 4f: Showing professionalism	• PGP5: Teacher Expectations

Teachers are evaluated in each subcategory on the following scale:

Distinguished- employee breaks new ground, takes risks, assumes responsibility and demonstrates extra measures of effort.

Exceeds- The employee consistently demonstrates knowledge and skills greater than the required level.

Meets- The employee demonstrates working knowledge and skills required.

Making Progress- The employee demonstrates working general knowledge and skills at the required level but needs improvement in some areas, this category is often used with new employees.

Unsatisfactory- The employee fails to demonstrate knowledge and skills necessary to perform job effectively.

Each evaluation category describes indicators of performance at each level. Teachers are active participants in the evaluation process as prior to each evaluation they prepare a self-evaluation in which they rate themselves in every category and provide evidence for each category in a portfolio that they review with their supervisor.

Supervisors utilize a variety of sources of information to determine scores on each teacher’s evaluation. Data is gathered from informal observations, walk-throughs, formal observations (2 times per year), anecdotal evidence, communication logs, lesson plans, and teacher self-evaluations. Copies of walk-through forms, formal observation forms and a sample teacher self-evaluation portfolio are attached in the Evaluation Appendix.

Administrators are evaluated twice a year by their supervisor. Their evaluation is broken into 4 domains (Organizational Expectations, Professionalism, Job Performance Skills, and Position Functions). Each domain has sub-categories that administrators are scored on with performance scores of unsatisfactory, needs improvement, meets expectations, exceeds expectations, or distinguished.

- ORGANIZATIONAL EXPECTATIONS
 - Knowledge of Organization, Organizational Structure, Programs and Services
 - Knowledge of Policies and Procedures
 - Professional Growth and Development
 - Customer Service
- PROFESSIONALISM
 - Work Ethic /Attendance
 - Leadership, Initiative, and Responsibility
 - Attitude
- JOB PERFORMANCE SKILLS
 - Time Management

- Problem-Solving
- Communication
- Collaboration and Teamwork
- POSITION FUNCTIONS
 - Essential Responsibilities
 - Essential Skills

Administrators are evaluated in each subcategory on the following scale:

Distinguished- employee breaks new ground, takes risks, assumes responsibility and demonstrates extra measures of effort.

Exceeds- The employee consistently demonstrates knowledge and skills greater than the required level.

Meets- The employee demonstrates working knowledge and skills required.

Making Progress- The employee demonstrates working general knowledge and skills at the required level but needs improvement in some areas, this category is often used with new employees.

Unsatisfactory- The employee fails to demonstrate knowledge and skills necessary to perform job effectively.

Each evaluation category describes indicators of performance at each level. Administrators are active participants in the evaluation process as prior to each evaluation they prepare a self-evaluation in which they rate themselves in every category and provide evidence for each category in a portfolio that they review with their supervisor.

Supervisors utilize a variety of sources of information to determine scores on each administrator’s evaluation.

Copies of both the teacher and administrator evaluation tool are attached in the Evaluation Appendix.

- **Discuss why that process was chosen and how it has evolved and been refined over the course of the charter.**

The evaluation process that 21CCCS utilizes was chosen because it incorporates the most important elements of high quality teaching and adds the specialized elements of online teaching, as well as incorporating areas that are indicated in the school’s charter (communication and customer service for example). When PDE developed the Educator Effectiveness tool 21CCCS made major adjustments to the 21CCCS teacher evaluation tool in order to align more closely to the state’s evaluation tool. 21CCCS also added in sections to evaluate teachers based on students’ performance and attendance in order to hold teachers accountable for individual student achievement.

- **Provide evidence and discuss the quality of teaching at the cyber charter school. Include outcomes of teacher evaluations and teacher surveys in the discussion**

The teaching staff at 21CCCS is outstanding. All of the teachers are highly qualified and participate in a great deal of professional development in order to continue growing and improving their practice. The quality of their teaching skills is easily evidenced in the following appendices: Sample Lesson Appendix, Lesson Plan Appendix, and Assignment Samples Appendix. Below is a chart for each year that indicates the summative results of the teacher evaluations for each year of this charter. The chart indicates the percentage of teachers attaining each performance level over the past four years.

	2011-12	2012-13	2013-14	2014-15
Distinguished	3%	5%	5%	5%
Exceeds	34%	42%	56%	65%
Meets	63%	53%	39%	24%
Making Progress	0%	0%	0%	3%

Needs Improvement	0%	0%	0%	3%
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- **Discuss staff turnover and retention patterns. Drawing upon exit interviews and surveys, explain why teachers choose to return or not to return to the school.**

The teacher expectations in a cyber school setting are more demanding than in a traditional school setting in terms of establishing and maintaining a high level of contact and interaction with students in order to ensure their academic success in a virtual classroom environment. These increased expectations can lead to burnout and hence staff turnover.

The primary reason that employees choose to leave the school is to seek career growth opportunities that can be afforded in a larger school district or institution of higher education.

The pending changes in the state educational budget with respect to school funding present serious operational challenges to a cyber school. In the last two years the school has experienced turnover in staff who are looking to secure more stability in employment.

- **Use the following table to report professional staff turnover/retention data for each year of the past charter.**

	2011-12	2012-13	2013-14	2014-15	2015-16
Total number of professional staff	43	47	52	51	48
Number of professional staff employed in September who returned from previous year	27	34	41	39	37
Number of professional staff employed in June who were also employed by the school the previous September	40	40	45	43	N/A

- **Complete the table below for all professional staff members.**

Staff #	Name of Employee	All Areas of Certification, Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# Hours Worked in Assignment	% Time in Certified Position	% of Time in Areas not Certified
1080	Aungst, Sarah	Instr. I 1405 Art K-12	6-12	Art Appreciation, Art I-III, Drawing, Digital Photography, Film Appreciation	1462.5	100	0
1030	Ball, Kylene	Instr. I 2840 Early Childhood Instr. I 2860 Mid. Level Mathematics, 7-9 Instr. I 8405 Biology 7-12	6-12	Director of Education	1950	100	0

		Instr. I Admin. II	3230 1115	English 7-12 Principal K-12					
1018	Chu, Peicheng	Instr. II Instr. II Instr. II	2860 4405 4420	Mid. Level Mathematics, 7-9 Chinese German	9-12	Mandarin Chinese, Keyboarding, Web Design, Careers 101	1950	75	25
1069	Cloetingh, Emily	Instr. I Instr. I Instr. I	3200 5600 3230	English/Communication Family/Consumer Science, K-12 English 7-12	9-12	British & World Literature, American Literature, Fashion & Textiles, Business	1462.5	100	0
1054	Corominas, Kristina	Instr. I Instr. I	2850 8875	Mid. Level English, 6-9 Social Studies, 7-12	6-12	Coordinator of Special Services	1777.5	100	0
1090	Coupe, Kathryn	Instr. I Instr. I Instr. I Instr. I	2810 2850 9225 3230	Elementary I Mid. Level English, 6-9 Spec. Ed, Resource PreK - 12 English 7-12	6-12	Special Education	1462.5	100	0
1064	Dickinson, Mark	Instr. I	8875	Social Studies, 7-12	7-8	American History I, World Cultures	1462.5	100	0
1055	Dolan, Thomas	Instr. I Instr. I	8875 9225	Social Studies, 7-12 Spec. Ed, Resource PreK - 12	6-12	Special Education, General History	1462.5	100	0
1070	Dutcher, Benjamin	Instr. I Instr. I	8875 3230	Social Studies, 7-12 English 7-12	6, 9- 12	Ancient History, English Literature	1462.5	100	0
1017	Elder, Laura	Instr. II Instr. II Instr. II Instr. II	2870 8825 8875 3230	Mid. Level Social Studies 7-9 Citizenship 10-12 Social Studies, 7-12 English 7-12	8-12	American History I & II, AP US History	1462.5	100	0
1084	Ellsworth, Amy	Instr. I	6800	Mathematics	8-12	Algebra Concepts, Geometry	1462.5	100	0
1049	Engel, Meredith	Instr. I	3230	English 7-12	7-12	AP English Literature & Composition, Language Arts I- III	1462.5	100	0
1043	Ficek, Kimberly	Instr. I Instr. I	9225 3230	Spec. Ed, Resource PreK - 12 English 7-12	6-12	Special Education	1462.5	100	0
1091	Fiolo-Miller, Jennifer	Instr. I Instr. I	7650 3230	Diagnostic/Prescript. Reading English 7-12	7-12	Teacher, English	1462.5	100	0
1020	Frank, Monica	Instr. I	2860	Mid. Level Mathematics, 7-9	6-8	Principal	1950	100	0

		Instr. I	2870	Mid. Level Social Studies 7-9					
		Instr. I	2880	Mid. Level Science 7-9					
		Instr. I	5600	Family/Consumer Science, K-12					
		Admin. I	1115	Principal K-12					
1027	Galette, Steven	Instr. I	4805	Health & Physical Ed, K-12	6-12	PE/Health I, II & III	1462.5	100	0
1098	Gantz, John	Instr. II	8405	Biology 7-12	6-12	ISD Technology Developer	1950	0	100
1019	Gowton, Heather	Instr. I	2860	Mid. Level Mathematics, 7-9	9-12	Environmental Science, Biology, Intro to Anat./Physiology	1462.5	100	0
		Instr. I	4820	Environmental Education					
		Instr. I	8405	Biology 7-12					
		Instr. I	8420	Chemistry 7-12					
		Instr. I	8450	General Science Intermediate					
		Instr. I	9225	Spec. Ed, Resource Pre K-12					
1040	Grobman, Jodi	Instr. I	6800	Mathematics	9-12	Algebra I & II, Consumer Math	1462.5	100	0
		Instr. I	8875	Social Studies, 7-12					
1016	Groff, Kathleen	Instr. II	3230	English 7-12	9-12	English Literature, American Literature, AP English Literature & Composition	1462.5	100	0
1081	Hurley, Kristina	Instr. I	1825	Instructional Tech. Specialist	9-12	Algebra I & II, Integrated Math	1462.5	100	0
		Instr. II	6800	Mathematics					
1022	Kennelly, Stephanie	Instr. II	4805	Health & Physical Ed., K-12	9-12	Health, Applied Phys. Ed., Off Campus PE, First Aid & Emergency Care	1462.5	100	0
1014	Kinsch, Matthew	Instr. I	2850	Mid. Level English, 6-9	9-12	Philosophy, World Religions	1462.5	100	0
		Instr. I	2860	Mid. Level Mathematics, 7-9					
		Instr. II	8875	Social Studies, 7-12					
		Instr. II	3230	English 7-12					
1106	Knaster, Kory	Instr. I	8405	Biology 7-12	7-8	Science Investigations, Science Adventures	1462.5	100	0
		Instr. I	8420	Chemistry 7-12					
1015	Kreiser, Galen	Instr. II	2860	Mid. Level Mathematics, 7-9	9-12	Concepts of Environmental Science, Physical Science, Earth &	1462.5	100	0
		Instr. II	2880	Mid. Level Science 7-9					
		Instr. II	4820	Environmental Education					

		Instr. II	8440	Earth & Space Science, Advanced		Space Science			
		Instr. II	8450	General Science, Intermediate					
1060	Leskinen, Stephanie	Instr. I	8405	Biology 7-12	9-11	Biology, Chemistry, General Science	1462.5	100	0
		Instr. I	8420	Chemistry 7-12					
		Instr. I	8450	General Science, Intermediate					
1047	Lion, Judith	Prog. Spec.	4499	English as Second Lang, K-12		Elements of Drama & Theater, Graphic Novel Seminar, Journalism, Family & Consumer Science, Parenting & Child Development, Study Skills	1462.5	100	0
		Instr. I	5602	Family/Consumer Sciences, Secondary	8-12				
		Instr. II	3230	English 7-12					
1004	Mayo, Joseph	Non-Cert.			6-12	Student Support Manager	255	0	100
1011	McCoy, Ann	Instr. II	1837	Secondary School Counselor	6-12	Student Support Manager	1702.5	0	100
						Secondary School Counselor	90	100	0
1072	McCully, Bobbi	Non-Cert.			6-12	CEO	1950	0	100
1041	Messenger, Heather	Instr. I	1837	Secondary School Counselor	7-12	Secondary School Counselor	1950	100	0
1028	Meyer, Michael	Instr. II	2860	Mid. Level Mathematics, 7-9	7-12	Music Appreciation, Music Fundamentals & Keyboarding, Music I-III, History of Rock & Roll	1462.5	100	0
		Instr. II	7205	Music					
1046	Michener, Joseph	Instr. I	1603	Business Education, K-12	9-12	American History II, Business Law, Business Marketing	1462.5	100	0
		Instr. I	8875	Social Studies, 7-12					
1039	Miller, Trisha	Instr. I	2810	Elementary I	6-8	Math Essentials, Science Discoveries, Pre-Algebra	1462.5	100	0
1023	Mullins, Colleen	Instr. II	2860	Mid. Level Mathematics, 7-9	7-8	Math Principles, Pre-Algebra, Science Adventures,	1462.5	100	0
		Instr. II	2880	Mid. Level Science, 7-9					
		Instr. II	5600	Family/Consumer					

				Science, K-12					
		Instr. II	8405	Biology 7-12					
		Instr. II	8420	Chemistry 7-12					
1001	Parker, Carly	Instr. II	5600	Family-Consumer Sci PK-12	6-12	Special Education	1462.5	100	0
		Instr. II	2850	Mid-Level English 6-9					
		Instr. II	9235	Ment and/or Phys Handicapped K-12					
		HOUSSE	3230	English 7-12					
1036	Parvin, Deborah	Instr. II	2860	Mid. Level Mathematics, 7-9	9-12	Spanish I & II	1462.5	100	0
		Instr. II	2870	Mid. Level Social Studies, 7-9					
		Instr. II	4490	Spanish					
		Prog. Spec.	4499	English as Second Lang, K-12					
		Instr. II	8875	Social Studies, 7-12					
		Instr. II	3230	English 7-12					
1108	Perrupato-Scarpignato, Halley	Instr. II	2840	Early Childhood N-3	6-12	Special Education	1462.5	100	0
		Instr. II	3230	English 7-12					
		Instr. II	9225	Special Education PK-12					
		Instr. II	2850	Mid. Level English 6-9					
		Instr. II	2810	Elementary K-6					
1024	Petters, Brian	Instr. II	2860	Mid. Level Mathematics, 7-9	9-12	Drivers Education, Intro to Fitness, Nutrition	1462.5	100	0
		Instr. I	4805	Health & Physical Ed., K-12					
		Instr. II	5600	Family/Consumer Science, K-12					
		Instr. II	5215	Safety Ed/Driver Ed K-12					
		Admin. I	1115	Principal K-12					
1032	Petters, Erin	Instr. II	2810	Elementary K-6	6-12	Supervisor of Special Education	97.5	100	0
		Instr. II	3230	English 7-12					
		Supervisory	9215	Special Education PK-12					
1074	Provasnik, John	Instr. I	2810	Elementary I	6-12	ISD Technology Developer	1950	0	100
		Instr. I	2860	Mid. Level Mathematics, 7-9					
1029	Shank, Emily	Instr. II	6800	Mathematics	9-12	Algebra I, Pre-Calculus	1462.5	100	0
1082	Smith, Matthew	Instr. II	8875	Social Studies, 7-12	9-12	World Geography	1462.5	100	0
1053	Sutsko, Kera	Instr. I	2810	Elementary I	6-12	Special Education	1462.5	100	0
		Instr. I	2850	Mid. Level English, 6-9					
		Instr. I	9225	Spec. Ed, Resource Pre K-12					
		Instr. I	3230	English 7-12					

1083	Trotter, Brittany	Instr. I	8875	Social Studies, 7-12	9-12	Economics, American History II, US Government	1462.5	100	0
1104	Van Vooren, Scott	Instr. II	8825	Citizenship 10-12	9-12	Principal	1950	100	0
		Admin. I	1115	Principal K-12					
1048	Weidenmuller, Lauren	Instr. I	2860	Mid. Level Mathematics, 7-9	9-12	Creative Writing, Elements of Language, English Composition	1462.5	100	0
		Instr. I	3230	English 7-12					
1105	Wilkin, Theresa	Instr. I	2860	Mid. Level Mathematics, 7-9	6-12	Teaching Assistant	1462.5	0	100
		Instr. I	3230	English 7-12					
1010	Wilson, John	Instr. II	1603	Business Education K-12	9-12	Physics, Personal Finance, Intro to Statistics, Intro to Accounting, Algebra III & Trigonometry	1462.5	100	0
		Prog. Spec.	4499	English as Second Lang, K-12					
		Instr. II	6800	Mathematics					
		Instr. II	8470	Physics 10-12					
		Instr. II	3230	English 7-12					
1044	Winterode, Mike	Instr. I	2860	Mid. Level Mathematics, 7-9	9-12	Psychology, World History	1462.5	100	0
		Instr. I	8875	Social Studies, 7-12					
		Instr. I	9225	Spec. Ed, Resource Pre K-12					
1085	Zaayenga, Dianne	Instr. I	8405	Biology 7-12	9-12	Chemistry, Physical Science, Intro to Forensic Science	1462.5	100	0
		Instr. I	8420	Chemistry 7-12					

- **If not currently meeting the requirement that 75% of its professional staff hold appropriate certification, how will the school meet this requirement? Discuss how the cyber charter school meets the requirements for “Highly Qualified” teachers.**

Since 2011-12, all candidates for teaching and/or teaching assistant positions have been required to hold valid PA teaching certificates. With a few exceptions only, all professional employees hold multiple teaching certifications.

Teacher certifications are aligned with course content and courses are mapped to the PA standard course codes to ensure highly qualified teachers teach all courses.

The school has consistently exceeded the requirement that 75% of professional staff hold appropriate certification. In the prior five years the school has maintained a 100% HQT rating with the exception of the 2014-15 school year, where the school had an HQT rating of 96.1.

- **Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively. Describe the professional development that is in place to support teachers so that more students are meeting the standards. Describe why this professional**

development was selected and how it relates to the overall cyber charter school mission and student outcomes.

High rates of student achievement are directly related to the quality of classroom instruction, regardless of the gender, ethnicity, primary language, or socio-economic status of the student. The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of the teacher. Teachers develop these characteristics through quality pre-service preparation programs, thorough induction processes, and ongoing professional development opportunities. Teacher participation is recorded through staff sign in sheets and reported to PDE.

- **Professional Learning Communities**

Teachers have the opportunity to take part in Professional Learning Communities (PLCs) multiple times per year. These PLCs focus on educational books and are led by a teacher. During the bi-weekly meetings, teachers discuss the section of the book they were assigned to read, come up with strategies that can apply to their teaching, and review strategies they used in teaching and their results. The Professional Learning Communities form in the fall and then reform in the spring.

Professional Learning Communities offered have included:

- *How Children Succeed* by Paul Tough
 - *How Children Succeed* introduces us to a new generation of researchers and educators, who, for the first time, are using the tools of science to peel back the mysteries of character. Through their stories—and the stories of the children they are trying to help—Tough reveals how this new knowledge can transform young people’s lives. He uncovers the surprising ways in which parents do—and do not—prepare their children for adulthood. And he provides us with new insights into how to improve the lives of children growing up in poverty. This provocative and profoundly hopeful book will not only inspire and engage readers, it will also change our understanding of childhood itself.
- *Beyond the Bake Sale* by Anne Henderson
 - Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education. *Beyond the Bake Sale* shows how to form these essential partnerships and how to make them work.
- *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom* by David Sousa
 - *In Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*, authors David Sousa and Carol Ann Tomlinson examine the basic principles of differentiation in light of what the current research on educational neuroscience has revealed. This research pool offers information and insights that can help educators decide whether certain curricular, instructional, and assessment choices are likely to be more effective than others. The authors also offer suggestions on how to establish and manage differentiated classrooms without imposing additional heavy burdens on teachers teach differently and smarter, not harder. In fact, when properly implemented, differentiation emphasizes shared responsibility between teacher and student - a desirable outcome because the brain that does the work is the brain that learns!
- *Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator* by Dave Burgess
 - Based on Dave Burgess's popular "Outrageous Teaching" and "Teach Like a PIRATE" seminars, this book offers inspiration, practical techniques, and innovative ideas that will help you to increase student engagement, boost your creativity, and transform your life as an educator. You'll learn how to: tap into and dramatically increase your passion as a teacher, develop outrageously

engaging lessons that draw students in like a magnet, establish rapport and a sense of camaraderie in your classroom, transform your class into a life-changing experience for your students. This groundbreaking inspirational manifesto contains over 30 hooks specially designed to captivate your class and 170 brainstorming questions that will skyrocket your creativity. Once you learn the Teach Like a PIRATE system, you'll never look at your role as an educator the same again.

- *Deeper Reading* by Kelly Gallagher
 - Building on twenty years of teaching language arts, Kelly Gallagher, author of *Reading Reasons*, shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. In *Deeper Reading*, Kelly shares effective, classroom-tested strategies that enable your students to: accept the challenge of reading difficult books; move beyond a "first draft" understanding of the text into deeper levels of reading; consciously monitor their comprehension as they read; employ effective fix-it strategies when their comprehension begins to falter; use meaningful collaboration to achieve deeper understanding of texts; think metaphorically to deepen their reading comprehension; reach deeper levels of reflection by understanding the relevance the book holds for themselves and their peers; use critical thinking skills to analyze real-world issues. Kelly also provides guidance on effective lesson planning that incorporates strategies for deeper reading.
- *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov
 - *Teach Like a Champion* offers effective teaching techniques to help teachers, especially those in their first few years, become champions in the classroom. These powerful techniques are concrete, specific, and are easy to put into action the very next day. Training activities at the end of each chapter help the reader further their understanding through reflection and application of the ideas to their own practice.
- *Feedback: The Hinge That Joins Teaching and Learning* by Jane E. Pollack
 - Jane E. Pollock, coauthor of *Classroom Instruction That Works*, expands on the bestseller's feedback strategy in this groundbreaking work. While feedback is not a new concept, what is new is using it the way people use computer apps—to set goals, track their progress, and regulate their own learning. With only a slight shift in teaching strategy, this no-cost technique: informs teachers while students are learning, not after; engages and motivates learners; teaches 21st-century skills; helps students understand and meet standards.

- **Mentoring**

Newly hired teachers go through a two-year mentoring program that pairs them with experienced cyber teachers. Even teachers who have taught before are part of the program; becoming an effective cyber teacher is not taught in teacher-training programs and requires support. Mentees meet with their mentors for one hour a week, outside of work hours, and participate in bi-monthly meetings with other mentees and a supervisor. Topics covered during these individual and group meetings focus heavily on effective teaching methods. As a follow-up to the skills and strategies discussed, mentor teachers observe their mentees several times a quarter and offer suggestions for improvement. At the end of the two-year mentoring program, mentees prepare a presentation for administration detailing their growth in online teaching skills and their plans for their future at the school.

Mentees focus on the following cyber skills, among others:

- Checking logs
- Making a live class link and posting it
- Posting a recording
- Adding a page in Moodle
- Getting a video from YouTube
- Teaching parents to check grades

- Making mail lists in First Class
- Basic exports and finds from SIS
- Filling out TIEPS
- Finding standards for their lesson plans
- Checking phone messages and setting up the mailbox
- Mail merge in Word/Excel
- Selecting fields and exporting from SIS
- Setting up voicemail
- Checking CDT scores
- Making a class and lesson in Turn It In
- Making feedback in HTML and bookmarking it
- Excel to track P4SLs (use of conditional formatting and calculations)
- Pulling a transcript
- Pulling a roster
- Making a bookmark folder in Firefox
- Finding tracking numbers for deliveries and assets
- Moving students early
- Downloading gradebooks; examining students on the “bubble”
- Adding comments
- Announcements for different quarters
- Removing students from Q1

Topics of group mentee meetings include:

- Using standards effectively
- Direct instruction for special needs group
- Creating movies with Screenflow
- Utilizing resources on SAS
- Testing data
- Utilizing CDTs
- Motivating students

Topics of individual mentee meetings are based on the individual needs of the mentee, but can include:

- Working with unresponsive parents
- Effective use of work time
- Lesson planning
- Incorporating testable skills in classes
- Maintaining course content
- Grading effectively and quickly

Mentors focus on the iNACOL Standards of Quality Online Teaching, which can be found in the Professional Development Appendix.

- Professional Development Days

Professional development days take place multiple times a year, on scheduled days and during pre-planning and transition days. Please view the Professional Development Appendix for specifics. Some examples of these professional developments are:

- Reading in the Content Area

- This session focused on teaching reading in each content area, and demonstrated Reading Apprenticeship strategies for the classroom. Teachers read difficult texts, reflected on their reading process, and discussed connections to their student's strategies. They then reviewed ways in which to help strengthen teacher reading and understanding.
- The Power and Importance of Reflecting on Teaching
 - This session discussed the importance of reflective teaching, and had teachers view one of their recorded classes. Teachers then reflected on their teaching strategies and brainstormed ways to improve their teaching. Teachers were paired together and reviewed their partner's class, offering suggestions for improvement.
- Close Reading Strategies
 - This session discussed close reading strategies across content areas. Instructors modeled close reading and discussed strategies to use in their live classes and class curriculum.
- Effective and Dynamic Feedback
 - This session focused on feedback, which in our online, mastery environment is essential to student learning. This session relied on data pulled from research and student surveys, and discussed different types of feedback that could be utilized to improve student learning and resubmissions.
- Utilizing CDT data
 - This session reviewed the purpose and set-up of the CDT. The instructor walked teachers through accessing useful data from the CDT and incorporating that data into planning classes. Teachers brainstormed changes they could make to their curriculum and to their live classes in order to better instruct students.
- Analyzing BBC Data
 - This session reviewed data pulled from BBC about which student enters virtual offices when, what that means to our instruction in the VO, and best practices for handling students in the VO.
- Maintaining Quality Course Content
 - This session focused on improving curriculum to better link certain assignments to Common Core standards and testable skills. Teachers reviewed those standards, evaluated their courses, and had time to work on improvements.
- Effective and Engaging Standards Based Instruction
 - This SAS class focused on bringing standards to the forefront in instruction; teachers took the class over time and worked to better their grasp on standards.
- Transformations
 - This session focused on changes made in other organizations for the better, and asked teachers to evaluate effective possible changes for the school.
- Child Safety
 - This annual session covers Mandated Reporting, Cyberbullying and Cybersafety, and Suicide Prevention.
- State Assessment Tests; Changes and Rules
 - This session focused on the upcoming state tests and changes made in the last year. The session asked teachers to review the makeup of the test, the scores, sample questions, important dates, and standard alignment.

- Direct Instruction
 - This session focused on effective Direct Instruction sessions and their intent. It modeled planning and differentiation during the sessions, and discussed the students who would be attending. Teachers were given time to plan lessons for these sessions.
- Using Data for Continuous Improvement
 - This session reviewed data from testing and CDT scores and reviewed ways to make changes in instruction and curriculum to improve scores. The focus was data-driven instruction.
- Vocabulary Usage
 - This session addressed the importance of vocabulary instruction, lead the teacher through a model lesson, and had teachers spend time planning their own vocabulary-focused lessons.
- Test Taking Strategies
 - This session focused on proven test-taking strategies, how they can help a testing student, and ways those strategies can be shared with students. Teachers spent time making videos and infographics to spread information about strategies.
- Data Detective
 - This session focused on how to find data for individual students that could help focus instruction and allow for greater individualization. Teachers went through how to use CDT data, how to mine Moodle for data, and what to do with data when they find it.
- Continuous Improvement
 - This session focused on how to always strive for better results for student achievement and what that striving should look like. Teachers looked at their own curriculum and live classes and planned for changes that would better their classes.
- Outside Professional Training
 - SAS Conference
 - One teacher and one administrator attended the three-day SAS Conference in the winter of 2015. The sessions included: CDT Data in the Classroom, IEPs and Keystone Tests, Apple University, Reading Apprenticeship, Gifted Education, and Literacy in the Classroom.
 - Middle School Conference
 - Three teachers and one administrator attended this conference hosted by PDE in the winter of 2015. Sessions included vocabulary strategies, SAP training, crisis training, and other teaching strategies.
 - Reading Apprenticeship Training
 - Six middle school teachers volunteered to take part in a yearlong Reading Apprenticeship training, after the school qualified for a training grant. The teachers attended a two day training in June and will attend two day trainings in December and the following June. They will also take place in online meetings once a month and school-based weekly meetings to discuss their use of the strategies. The Reading Apprenticeship strategies are focused on helping student achievement: “Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they

already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum. As a result, students develop the literacy competencies, subject area knowledge, and the learner dispositions they need—for school, college, careers, and life (Reading Apprenticeship at WestEd).”

- College Courses

- All staff are encouraged and offered reimbursement to take college courses to pursue a career in the interest of the school based on the following guidelines below:
 - All project staff employees with an FTE of .8 or greater will be eligible for a pro-rated amount of tuition reimbursement based on their FTE. Employees may be reimbursed for undergraduate or graduate courses up to 100% of the actual cost of credit to a maximum of 12 credits per year. Courses must be approved in advance by the supervisor and the division director and be related to the employee's assignment or needed to fulfill certification requirements.
 - The operational year for tuition reimbursement will be from July 1 to June 30 of the following year.
 - Courses must be completed with a grade of "B-" or better, or "pass" in a pass/fail system.
 - Reimbursement for completed courses will be made upon receipt by the Human Resources Department of the official transcript or grade report and a copy of the receipt indicating payment.
 - There will be no reimbursement for credits earned under any grant or subsidy arrangement. The intent of this provision is to eliminate duplicate reimbursement.
 - All courses must be taken in institutions whose credits are recognized by the Pennsylvania Department of Education as accrediting agencies, as listed in the current edition of Higher Education Directory.
 - Credit-bearing traditional classroom courses, satellite courses and Internet courses with accredited higher education institutions are eligible for reimbursement consideration. No reimbursement will be approved for recorded courses or other non-interactive formats without specific written pre-approval of the supervisor and director.
 - Tuition reimbursement payments are subject to the availability of funds for each specific project. The administration reserves the right to deny or limit reimbursement if funds are not available to support the request.
 - Employees must complete and submit a Request for Tuition Reimbursement in the My Learning Plan system prior to the start of all courses.

- Job Aides

- Job Aides are created and available for teachers and staff so they have a reference for tasks they frequently need to complete. These job aides are posted in the email conference for easy access by all staff members. Some examples are included in the Professional Development Appendix.

- Curriculum Development Training

- Teachers who are developing new or revised curriculum during the summer months go through weekly training in order to help them create strong cyber classes. These trainings are run by the Instructional Design Team with assistance from experienced developers. Example presentations are included in the Professional Development Appendix. Presentation topics include:
 - Creating videos
 - Assignments and Quizzes Presentation
 - Including Text and Images
 - Creative Commons and Bibliography
 - How to use Notebook
 - GIFT Formatting

- Staff Meetings

Staff meetings take place bi-weekly and focus on information for staff, teacher expectations, and sharing conference information. Staff meetings are recorded so that staff members who are absent are able to find the information later. Staff meetings are often used to discuss teaching strategies and share success stories with strategies. Some strategies are:

- Differentiation in live classes
- Everybody Writes
- Successful exit tickets
- Effective grouping strategies

Participation and Surveys

Teacher participation in professional development opportunities is recorded through sign in sheets and reported to PDE. Their feedback on the professional development sessions is gathered through surveys in Survey Monkey. Examples of sign-in sheets and surveys can be found in the Professional Development Appendix.

Special Education teachers undergo rigorous training based upon the Compliance Monitoring for Continuous Improvement Plan created by the Pennsylvania Department of Education's Bureau of Special Education as well as current needs based off of enrolled students. Special Education teachers meet twice monthly to discuss current issues and brainstorm responses and resources to address these issues. Professional development that is currently in place addresses students' transition planning, writing of Measurable Annual Goals, Progress Monitoring, creating Direct Instruction, and modifying assignments. Each topic was selected for its own importance as well as for its vitality to the entire educational program. These are also all areas that continue to require oversight and modification as changes in requirements and needs come forth.

In addition to school created and directed professional development, Special Education staff are encouraged to attend PDE sponsored trainings throughout the year. 21CCCS special education staff have attended the Annual Conference, the PDE Leadership Academy, the PDE Annual National Autism Conference, and the PA Community on Secondary Transition Conference.

- **Does the cyber charter school have any union contracts with professional employees? If so, please attach.**

21CCCS does not have any union contracts.

B. Financial Solvency

- **How frequently are the school budget and financial records reviewed by the Board of Trustees?**

The school budget is presented to the Board at the March meeting. Both revised current year and proposed new year budget are included in the presentation. The final budget for the subsequent fiscal year is approved at the May board meeting. A monthly Treasurer's Report of year-to-date financial results compared to budget and a cash position statement is presented for review at every bi-monthly Board meeting.

- **Who is responsible to review contracts, invoices and receivables, and who is responsible to sign checks? Has there been an independent audit performed each year of the charter? For each audit, if not previously submitted to the Department, attach with the Renewal Application.**

The person initiating the contract is the first to review. The contract is sent to the Business Administrator/CEO and to the solicitor if needed. All contracts are approved by the Board of Trustees. Invoices are reviewed by the Accounts Payable fiscal assistant for fidelity to the purchase order. The invoice is then entered for payment and approved for payment by the Business Administrator/CEO. Receivables are initiated by the Accounts Receivable fiscal assistant from information obtained from the student information system and reviewed for accuracy by the Business Administrator/CEO. All checks are signed by the Board President, Board Secretary, and the Board Treasurer. A year-end reconciliation is done after the last school day to ensure accurate billing to school districts. Every year after the close of the fiscal year on June 30, a financial audit is performed by an independent auditor. Audits for the previous 5 years are attached.

- **Discuss the school's financial controls and procedures for the management of financial resources.**

All contracts and purchase orders are reviewed by the supervisor of the cost center. These are then forwarded to the Business Administrator/CEO for review and approval. As part of the procedures put in place by the 21CCCS Board of Trustees, invoices less than \$10,000 may be approved by the CEO. Invoices in excess of \$10,000 and any long term lease commitments are voted on by the board of trustees. Once goods and services are received, vendor invoices are reviewed for accuracy, approved by the Business Manager/CEO and forwarded to the Accounts Payable fiscal assistant for payment. Purchase orders are required for all purchases except utilities, benefit payments and monthly expense reimbursements. Monthly expense reimbursements are approved by the supervisor and then the Business Manager/CEO. All purchases are approved by the Board in an Expenditure Report at each bi-monthly Board Meeting.

The 21CCCS Accounts Receivable fiscal assistant is responsible for reviewing and reconciling tuition billings to school districts and submitting subsidy withholding requests to PDE for non-paying districts. This reconciliation is forwarded to the Business Administrator/CEO for review and approval. Year-end receivable balances for the financial statements are calculated by the Accounts Receivable fiscal assistant, reviewed by the Business Administrator/CEO and the schools independent auditors.

All mail coming into the school is opened and all cash receipts are recorded by the school receptionist. Cash receipts are forwarded to the Payroll fiscal assistant who deposits them into the correct bank account. The deposit items are then forwarded to the Accounts Receivable fiscal assistant to be recorded in the general ledger.

Payroll is processed in-house. All salaries are approved at the May board meeting for next school year. The Human Resources generalist records all new employees and records all approved salaries in the personnel system. These salaries are reviewed for accuracy then transferred to payroll by the Business Administrator/CEO. The Payroll fiscal assistant reviews the salaries against the list of salaries approved by the board. Payroll is processed bimonthly. Payroll is reviewed and approved by the Business Administrator/CEO prior to completion. After payroll is completed a report is prepared by the Payroll fiscal assistant which compares the prior payroll to the current payroll by employee with any discrepancies explained.

- **Attach a copy of the most recent financial statement.**

Please find the most recent financial statement in the Financial Statements Appendix.

- **How many bank accounts exist for the cyber charter school? Provide bank locations, type of accounts and account numbers.**

21CCCS maintains five bank accounts with DNB First in Downingtown, PA. Four are checking accounts and one is a money market account.

21CCCS General Fund Checking – Acct# 8966103 - this is the school’s major checking account. It is used to write all checks (except payroll checks), and is where all revenue is deposited.

21CCCS eBay/Paypal Account – Acct # 8995961 - this account is used to transfer funds from the school’s Paypal account. Funds going into this account are primarily from sales of equipment on eBay, and credit card payments for student activities and graduation items. Funds from this account are transferred to the General Fund Checking Account monthly.

21CCCS Horace Mann Account – Acct# 9021502 - Funds that are withheld from employee paychecks for section 125 plans are deposited into this account – for use by the employee through their debit card.

21CCCS Payroll Account – Acct# 9033861 - This account is used for all payroll checks. A small balance is kept in this account in case a payroll check needs to be written for terminated employees. Only the net amount of payroll is deposited into this account bi-monthly.

21CCCS Money Market Account – Acct# 8966160 - This is an investment account, normally the only activity in this account is the accrual of interest.

- **If applicable, discuss and provide documentation regarding how any findings from any auditor general’s report were addressed and resolved.**

There have been no auditor general findings under the current charter.

- **Explain how the cyber charter school commits resources in ways that ensure it achieves its mission.**

21CCCS employs zero-based budgeting (justifying all expenditures). This process is used to ensure that all expenditures are going toward the goals set forth in the comprehensive plan. Every year programs are evaluated and resources are allocated based on the effectiveness of these programs in relationship to the overall goals.

The Business Administrator/CEO provides the supervisor of every cost center with budget material early in the school year. This material consists of prior year budgets vs. actuals, detailed expenditure information, and projections for the current year. After this information is disseminated, discussions are held between the Business Administrator/CEO and all stake holders to make sure that resources are allocated to ensure continuation of effective programming.

This method allows an objective look at where the school is in relation to achieving its goals. Continual budget monitoring is key to keeping on track toward goals. Purchase orders are suspended if the budget category is overspent. A budget transfer must be submitted with the purchase order in order for the PO to be approved. Budget transfers are recorded in the financial accounting system as soon as they are received. Budget transfers must be approved by the supervisor and the Business Administrator/CEO. Supervisors have real time access to their budgets and can make adjustments as they see fit in order to make sure student achievement is the number one goal.

- **What is the fund reserve balance as of the date of renewal application submission?**

The audited fund balance at the end of the 2013-2014 fiscal year was \$2,656,897.

- **Cut and paste (or recreate) the table below into your report in order to show how the charter has made investments over the last five years in staff and professional development, books, technology, and other supplies and in ways that are consistent with the cyber charter school’s priorities as stated in the current charter agreement.**

Investment Area:	Year 1	Year 2	Year 3	Year 4	This year
Professional Development	19,536.13	29,491.02	42,530.89	80,286.88	111,750.00
Books	96,790.11	140,231.43	128,109.81	79,388.41	149,925.00
Technology	526,803.24	664,802.46	643,832.43	976,893.28	1,559,457.73
Curriculum Development	354,365.98	412,749.43	333,461.86	312,441.61	457,379.14
Internet Access	135,797.06	142,165.72	204,427.05	194,287.96	182,930.00
Supplies	156,447.24	215,662.30	196,510.02	173,098.39	254,130.00
Building Purchase & Renovation	-	-	3,501,445.00	-	-
Non-Capital Equipment	438,290.37	540,365.02	361,688.88	287,783.00	675,000.00

- **Provide any other information or data that describes how resources have been used and/or leveraged to further the school’s mission and support the school’s unique design.**

Within the past few years, the Board of Trustees has approved the use of fund balance to finance the purchase and renovation of a new building that houses all the employees of 21CCCS, the development of curriculum for core classes and summer school classes, and the regular upgrade of equipment for staff and students to mitigate technology issues that slow productivity and learning. The Board has also provided a substantial amount for future program stabilization to address any changes in enrollment or funding and for PSERS retirement rate increases.

- **Will the school’s facilities meet the needs of the school for the next five years? Provide addresses of all facilities, the ownership of each facility and the purpose for which each facility is used. Will the cyber charter school’s administrative offices remain in the current facility? If not, describe where the cyber charter school’s administrative office will be located and why the new location has been selected (if applicable)? Include valid certificates of occupancy for all new sites, if applicable.**

A vigorous campaign to increase enrollment at 21CCCS may result in the need for a larger building to house the school in the next five years. The current building was designed and built to house a total workforce of 70 teachers and support staff. Increases that are projected in this charter renewal will force a look at space when they come to fruition, as every increase of 160 students will require additional teaching staff to accommodate the model in place in this charter.

The current building owned by 21CCCS resides at 126 Wallace Avenue, Downingtown, PA 19335. The building houses all functions of the school, administrative and instructional. At this time there is no plan to house these functions in different buildings as there is a distinct advantage to having all stakeholders under one roof. There is convenience for the staff to be able to collaborate with all stakeholders without traveling to a separate building. This model works well for our school because the entire school functions as one team. All stakeholders understand the challenges of every position. Should enrollment increase to the point where there is a need for more than 70 seats, a search would ensue for an appropriate building to house all staff.

At this time there are preliminary discussions about starting a search for a new building. That discussion and any action hinges on the increased enrollment projected in this charter.

C. School Governance

- **Provide a list of board members who have served and the dates each has served since the cyber charter school's inception. Discuss leadership changes on the board and in the school administration, and explain why those changes were effected.**

21st Century Cyber Charter School Board Member List (2001 – 2015)

Board Member	County	Effective Date	Resignation Date	IU/District
Coe, Richard	Bucks	7/24/01	6/30/07	BCIU
Galasso, Barry	Bucks	9/25/07		BCIU
Gould, John	Bucks	9/25/01	6/16/02	Morrisville SD
Gehrt, Victoria	Bucks	10/22/02	9/26/06	Bensalem SD
Klein, Mark	Bucks	11/27/06	3/9/15	Council Rock SD
O'Connell, Bridget	Bucks	5/12/15		Palisades SD
Scanlon, James	Bucks	9/25/01	11/27/06	Quakertown Community SD
Barnes, Francis	Bucks	11/27/06	7/31/11	Palisades SD
Andrejko, Lisa	Bucks	9/27/11	11/20/13	Quakertown Community SD
Copeland, Robert	Bucks	3/11/14	7/1/15	Neshaminy SD
Baillie, John	Chester	7/24/01	6/30/07	CCIU
O'Brien, Joseph	Chester	9/25/07		CCIU
Elko, Alan	Chester	11/27/01	11/26/08	West Chester Area SD
Fischer, Raymond	Chester	3/24/09	7/12/13	Oxford Area SD
Lonoconus, Alan	Chester	11/12/13	09/15/15	Great Valley SD
Urzillo, Robert	Chester	7/24/01	10/1/2002*	Conrad-Weiser SD
Scarnati, James	Chester	6/24/03	5/24/05	Coatesville Area SD

Newcome, Thomas	Chester	5/24/05		Octorara Area SD
Jamison, Harry	Delaware	7/24/01	11/22/05	DCIU
McGinley, Christopher	Delaware	1/00/06	8/13/12	DCIU
Ersek, Barry	Delaware		11/21/08	DCIU
O'Shea, Lawrence	Delaware	11/26/08	09/15/15	DCIU
Costello, Anthony	Delaware	9/25/01	1/27/09	Garnet Valley SD
Steinhoff, George	Delaware	11/24/09	3/11/14	Penn-Delco SD
Keilbaugh, William	Delaware	5/13/14	6/1/15	SD of Haverford Twnshp
Wigo, James	Delaware	6/1/15		Rose Tree Media SD
Deflaminis, John	Delaware	9/25/01	11/25/03	Radnor Township SD
Ignatuk Jr., Nicholas	Delaware	2/26/03	9/20/04	Ridley Township SD
O'Brien, Joseph	Delaware	11/23/04	11/22/05	Springfield SD
Bedden, Dana	Delaware	5/23/06	9/25/07	William Penn SD
Thornton, Gregory	Delaware	11/27/07	6/30/10	Chester-Upland SD
Horowitz, Merle	Delaware	9/28/10	5/31/15	Marple Newtown SD
Butz, Stephen	Delaware	6/1/15		Southeast Delco SD
Harken, Dennis	Montgomery	7/24/01	9/20/04	MCIU
Shiveley, Jerry	Montgomery	9/20/04	7/1/14	MCIU
George, John	Montgomery	1/14/15		MCIU
Hassler, Robert	Montgomery	9/25/01	1/28/03	North Penn SD
Feir, Priscilla	Montgomery	3/25/03	9/25/07	Perkiomen Valley SD
Kiefer, William	Montgomery	11/26/08	6/30/10	Cheltenham Township SD
Rogers, Clifford	Montgomery	9/28/10	11/12/13	Perkiomen Valley SD
Gallagher, Frank	Montgomery	1/14/14	3/10/14	Souderton Area SD

Open				
Moskalski, Michael	Montgomery	9/25/01	3/8/05	Jenkintown SD
Genevieve Coale	Montgomery	5/24/05	11/22/05	Springford Area SD
Lisa Andrejko	Montgomery	11/22/05	9/25/07	Norristown Area SD
Coyle, Edwin	Montgomery	11/22/08	9/24/08	Perkiomen Valley SD
McGinley, Christopher	Montgomery	9/24/08	8/13/12	Lower Merion SD
Quinn, Timothy	Montgomery	9/18/12	3/26/13	Methacton SD
Wade, Timothy	Montgomery	5/21/13		Jenkintown SD
Kramer, Charles	Parent	7/16/02	March-03	Parent
Christman, Julie	Parent	4/1/04	11/23/04	Parent
Nancy Poultney	Parent	5/24/05	9/26/06	Parent
Emmel, Kathryn	Parent	11/27/06	6/8/11	Parent
Wood-Tucker, Heidi	Parent	9/27/11	8/22/13	Parent
Medvick, John	Parent	1/14/14	3/5/14	Parent
Gemma Baldon	Parent	3/10/15		Parent
Saboori, Heather	Parent	5/22/12		Parent
Fingerlow, Debroah	Parent	5/22/12	6/8/14	Parent
Shawn Filby	Parent	3/10/15		Parent

The 21CCCS's Board of Trustees is made up of four area intermediate unit (IU) executive directors, two district superintendents from each member intermediate unit and three parents of a 21CCCS student. The bylaws of the 21CCCS mandate the annual election of the Board of Trustees officers and members. At the 2015 election, Dr. Thomas Newcome, Superintendent of the Octorara Area SD, was re-elected Chairperson of the Board. Dr. Newcome and the four IU Executive Directors make up the Executive Committee. Dr. Timothy Wade, Superintendent of Jenkintown School District, was re-elected into the Vice-Chairperson seat.

Jon Marsh resigned from the Director/CEO position of 21CCCS at the January 13, 2015 Board Meeting. Kim McCully, who joined 21CCCS in March 2013 as the Business Administrator, was named the Interim CEO of 21CCCS at the January 13, 2015 Board Meeting. The Board approved that a Director of Education Position be added to the administrative team at the November 11, 2014 Board Meeting. Kylene Ball who initially held a principal's position at 21CCCS was named the Director of Education at the November 11, 2014 Board Meeting. Kim McCully was named CEO of 21CCCS at the May 12, 2015 Board Meeting.

- **If the cyber charter school utilizes an external management organization, describe how that relationship has functioned over the course of the charter and provide any changes to the management agreement that were not previously provided to the Department.**

- **Describe and discuss how the board has held the external management organization accountable for measurable results.**
- **Include as appendices and discuss evaluations of the management organization conducted by the board and any relevant reports from the management organization to the board.**

21CCCS does not utilize an external management organization. All functions of the school happen in-house.

On July 1, 2014 21CCCS severed ties with the Chester County Intermediate Unit who provided business office services to 21CCCS. This break was mandated by the Board of Trustees because of a perceived conflict: the Executive Director of the CCIU also serves as a Trustee for 21CCCS. For every year of service provided by the Chester County Intermediate Unit, the local audits were always presented fairly, in all material respects. On July 1, 2014, 21CCCS established its own business office, human resources and payroll functions.

- **Provide clear explanations and evidence of how the cyber charter school has complied with requirements and regulations in each of the following areas. Address any complaints and corrections made regarding compliance in each area.**
 - **Special Education Students**

21CCCS undergoes the rigorous review of its records and files through the Compliance Monitoring for Continuous Improvement Plan created by the Pennsylvania Department of Education's Bureau of Special Education. In addition, 21CCCS closely follows all guidelines and regulations set forth by Chapter 711 of PA Code.

21CCCS underwent cyclical monitoring in 2011. The corrective action that was identified as needed was as follows:

Reevaluation Report:

To date, the special education department goes through continuous audits of student files to ensure that correct documentation is present in all students' files. All reevaluations are scheduled within the recommended timelines set by PDE. In the event that a reevaluation cannot be completed during the recommended time, documentation via NOREP and certified letters are included within student files to identify issues that prevented reevaluations from occurring. A review of a variety of assessment measures, tools and procedures is also included within every reevaluation report.

Invitation to Participate in IEP Team or Other Meetings:

Invitations that are created for IEP meetings go through multiple levels of review prior to being sent to parents to ensure that correct documentation, appropriate representatives of any participating agencies or other stakeholders have been invited, and correct boxes are checked.

IEP Content:

All IEPs are scheduled within the recommended timelines set by PDE. In the event that an IEP cannot be completed during the recommended time, documentation via NOREP and certified letters are included within student files to identify issues that prevented the IEP from occurring and how students continue to receive services even in the event of a rescheduled IEP.

Documentation of IEP Team participation:

Case managers now ensure that all attendees of IEP meetings, including students, document their attendance via the

attendance sheet in the IEP. Parents are interviewed prior to IEP meetings to address their concerns for their child's education and again reiterated at IEP meetings to ensure that all parental concerns have been identified and considered.

Transition Services:

Special education teachers have received extensive training in the area of transition and writing of measurable annual goals and services to ensure that goals and services cover education or training, employment, and as needed, independent living. IEPs are reviewed by the Supervisor of Special Education and the Transition Coordinator to identify any areas of concern and ensure that transition programming will reasonably enable a student to meet his/her transition goals.

Participation in State and Local Assessments:

Statements regarding students' participation in state and local assessments are clearly identified in the PLAAFP portion of the IEP and conveyed to the families during IEP meetings. If the child requires accommodations these are also clearly identified in the accommodations for Local and State Assessment section as well as in the SDI/Accommodation sections of the IEP.

Annual Goals and Objective:

Teachers have gone through extensive training on the writing and measuring of Measurable Annual Goals. Progress Monitoring data is presented to families quarterly or when requested and progress of all goals is clearly documented throughout the IEP.

Special Education/Related Services:

Review of related services, location, frequency and beginning and duration of services is reviewed by the Special Education case manager, Supervisor of Special Education and Transition Coordinator. Any recommended services addressed in evaluation reports are clearly documented in the IEP along with how the IEP team has considered them and what the team's decision is.

Educational Placement:

Students' educational placement and type of support is identified on the IEP and reviewed by the Special Education case manager, the Supervisor of Special Education, and the Transition Coordinator.

NOREP/PWN:

Staff has worked closely with a PDE advisor and school solicitor to address correct verbiage on NOREPs/PWN to better explain why LEA proposes or refuses to take action and what options have been considered by the IEP team and the placement proposal. 21CCCS clearly documents reasonable efforts to obtain consent from parent through certified mailings, copies of UPS labels and tracking of documents. If parents have not correctly selected options, 21CCCS documents communications with parent via certified letters and mailing describing parental options and required documentation needed to ensure correct placement and services for their child.

○ **English Language Learners**

Upon enrollment and reenrollment all parents/guardians are given the Home Language Survey. Information from the home language survey as well as information from previous schools is utilized to determine eligibility for ESL services. Students entering may also be given the W-APT to determine eligibility. Eligible students are placed in tiers based on their previous ACCESS scores or most current W-APT score. The tier the student is placed in determines the level of

support they will receive. 21CCCS utilizes Language Line, TransAct, and the WIDA website to ensure that we are providing students and parents information in their home language.

21CCCS' goals are to provide English Language Learners (ELLs) and students with LEP the language skills needed to successfully participate in grade level classes and meet Pennsylvania Academic Standards. ELL students are placed into service models based on their current language proficiency. Teachers work with beginning level students daily to develop their phonetic, reading, vocabulary, writing, and speaking skills. The other component of our programs is for students who have further developed language skills. These students meet with an ELL teacher to work on content specific assignments and lessons. The teacher uses the assignments and lessons to reinforce and build the students' language skills. The ultimate goal of the program is to constantly improve ELL students' language proficiency.

The program will promote scholastic excellence for ELLs by providing them with the language development instruction to improve their academic achievement in content areas while developing English fluency. Every effort is made to meet the ELL's cultural needs.

ELL teachers monitor the ongoing progress of their assigned ELL students. They formally monitor their performance/grades on course assignments and progress on CDT tests. More informal monitoring occurs during conversations and observations during live class sessions. Additionally, ELL teachers look at summative assessments including PSSAs, Keystone Exams, and ACCESS tests.

During the 2014-2015 school year, 21CCCS had a total of four students in the ELL/ESOL Program. Students are making progress on Algebra and Literature CDT tests. Scores have improved from Below Basic to Basic and from Basic to Proficient. Students are making progress in their courses and are on track for earning the appropriate amount of credits for the academic year. On the Algebra Keystone, two students scored Basic, one student scored Below Basic, and one student has not taken the Algebra Keystone. On the Literature Keystone, one student scored Basic, one student scored Below Basic, and the other two students have not yet taken the Literature Keystone Exam.

ELL students are meeting program goals at this time. We see continuous improvement in students' scores on the ACCESS tests as well as strong performance in course work. No modifications to the program have been necessary.

Once students have exited the ESL program based on the PDE established criteria they enter monitoring for 2 years. Monitoring includes some and or all of the following: periodic review of grades, local assessments, required state assessments, teacher observations, and teacher support. Teachers offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment. A Post-Exit ELL Monitoring form is completed by all the exited students' teachers each semester for the 2 years of monitoring and are placed in the exited ELL students' cumulative folder. If the monitoring form indicates any problems the student may be returned to ELL program to receive ELL services.

The plan that is in place for former ELLs who are not meeting academic standards includes a series of interventions. The ESL teacher will work with the student and teachers to determine what issues are making it difficult for the student to master the content. The ESL teacher then acts as an advocate for the student to suggest modifications to the assignments in the course that more deeply support the student's language development. The ESL teacher can then also provide more one-on-one support in working directly with the student.

If a student is continually unsuccessful in meeting academic/achievement standards they can be returned to the ESL program. This process involves a conference of the student's teachers, guidance counselors, learning coach, and ESL teacher to determine what the best way to assist the student in meeting academic standards and if return to the ESL program is necessary. If it is determined that the student will be returned to the ESL program, the ESL teacher will contact the parent and student by phone. Parents will also be provided written notification that their child is being returned to the ESL program.

Teachers are provided annual training in strategies for working with ESL/ LEP students. A sample presentation is attached in the ESL Appendix.

- **Administration of the PSSA**

PSSA and Keystone testing are conducted at a variety of sites around the state. 21CCCS goes to great measures to locate a testing site within an hour of the student's home, but in some cases it may be necessary to travel longer than an hour. Testing sites and dates are scheduled during the fall semester. Each family is notified of all the testing sites and their respective testing dates. Families then select the site that is most convenient for them.

PSSA tests are typically given over a one to three day period depending on the test and grade level. Keystone exams are given over a three-day period with one exam per day within the testing window. Each testing site operated by 21CCCS has a minimum of two staff members (at least 1 male and 1 female) that have been trained as PSSA and Keystone Test Administrators using the most recent material provided by the Pennsylvania Department of Education. Test Administrators are provided with a daily schedule to assure that testing security and consistency is followed. All testing materials are stored in a secure storage room at the 21CCCS office in Downingtown when not signed out to the Test Administrators for testing.

- **Health and Safety Requirements**

The items listed below are addressed in the 21CCCS Health and Safety Plan, which can be viewed in the School Health & Safety Plan Appendix.

1. Implementing Emergency and Crisis Plans and Handling Health Potential Emergencies
2. Evacuating the Building and Contacting Emergency Services
3. Fire Drills
4. Working Relationships with Local Authorities and Health Service Providers
5. Safe Storage of Equipment and Supplies
6. Accountability for Students While at School Functions
7. Mandated Reporting
8. Student Health Records
9. Prevention of Communicable Diseases
10. Administering Medications to Students
11. Safe Drinking Water
12. Personal Wellness For a Healthy Lifestyle
13. Relevant Health, Safety, and Wellness Information
14. Building Security
15. Privacy and Confidentiality of Student Information

21CCCS has had no complaints or compliance issues in any of the above areas.

- **Describe how the Sunshine Notices are provided for all public meetings and how parents are involved in board meetings.**

To ensure community and parent involvement, parent representatives fill three seats on the Board of Trustees. The minutes from board meetings are available on the school's website. The Board Meetings are all advertised in a local newspaper and on the school website, inviting the community and parents to attend. All meetings are open to the public as required by the Sunshine Act and audio from meetings is broadcast via Adobe Connect.

III. Overall School Design

A. Communications to Parents and Community

- **How is the school accountable to parents and the community? Provide examples of communications, outreach, marketing of the cyber charter school, etc.**

21CCCS works together with students and families to ensure continual improvement. Learning coach relationships, progress reports and surveys are all methods we use to reach out to gather feedback and data about our school. We encourage our families to contact us with issues and have a formal four-step complaint reporting procedure listed in the Student Handbook. First, parents are to reach out to the learning coach, then if not satisfied, they may speak to a principal. The third level is to speak to the Director of Education and finally to the Director/CEO and Board of Trustees. This chain of communication provides our families with the assurance that we value their opinions and suggestions.

Every student enrolled in our school is assigned a personal learning coach. The role of the learning coach is to be a family's primary contact to the school and to help the student be the best cyber student they can be. The learning coach is responsible for communicating to the student and parents at least once every other week via the phone. A learning coach also communicates with the student and parents through e-mail and the Virtual Office in addition to the phone, when necessary. The Virtual Office, which is operated through Blackboard Collaborate, is a comprehensive online learning and collaboration tool specifically designed for education. Both students and teachers log into Blackboard Collaborate to enter the Virtual Office where they can meet to discuss lessons and assignments. Students are also able to log into Virtual Offices to meet with their learning coaches. Since Learning Coaches are in such constant contact with students and families, they are often the sounding board for suggestions of changes and improvement.

One suggestion that came from a parent, via their learning coach, was to eliminate the block scheduling for high school students that was in place at the time. The family felt that block scheduling was not beneficial to students as it could potentially result in students not taking a core class for an extended amount of time. The administration discussed the advantages and disadvantages of block scheduling and agreed full year classes were a better way to educate our students. Starting in the fall of 2012, all 21CCCS core classes were converted into full year classes.

Just recently, during the 2014-2015 school year, 21CCCS implemented another parent suggestion, which was an in-person, hands-on science day. A parent expressed the importance of having students explore science hands-on together, not just through virtual labs. The science department met and discussed how to implement this feedback and decided to roll out a Hands-On Science Day on March 13, 2015. Students and families were invited to come to our school building in Downingtown to participate in a variety of science experiments with their teachers and peers. The students created mini-projectile launchers, made their own silly putty, and even conducted a forensics investigation. Science Day was such a huge hit that the science teachers are planning two science days, one in the fall and one in the spring, for the 2015-2016 school year.

A common complaint that learning coaches heard from parents was the lack of access to students' grades. Originally, parents only received paper copies of students' grades four times a year when report cards were sent home. Parents wanted more frequent, up-to-date reports of progress. As a result, progress reports were mailed home every three weeks, more frequent than the original schedule of every nine weeks. In addition to sending progress reports home, parents requested an easy way to access grades online. Our Student Support Manager created a Grades Portal in our Student Information System database, allowing parents to easily and quickly view grades updated on a weekly basis.

Parents and students are given surveys throughout the school year in regards to our school's operation, what we excel on and what needs improvement. After a 2011-2012 parent survey was completed, a small group of teachers reviewed the answers and found that most families did not feel a strong connection to our school. They brainstormed ways, beyond the

already established field trips, to develop and foster a stronger connection between our families and 21CCCS. In the spring of 2012, a pilot Community Outreach program was created. Students who lived in the Lancaster area were invited to the Gap Community Center for a three-week program where they met with several teachers and peers to complete work and enjoy activities based around the theme of plants. Students learned how plants grow, painted flowerpots, and even planted their own plants. The event was a huge hit and the Community Outreach program began in the fall of 2012. Teachers and staff members travel around to several different locations across the commonwealth including: Downingtown, Philadelphia, Telford, Gap, Harrisburg, Reading, and Pittsburgh. We visit each location about four to six times a year and the events take place during the evening, providing more accessibility to families with busy schedules. Students are encouraged to bring their families and friends to the events. Tutoring is offered for the first half of event and then the second half of the event is a time for fun games and activities. Each month there is a different theme. Some of our past themes have included: game nights, cooking, video making, sports, and arts and crafts.

21CCCS' marketing takes place through our presence in the community. As a school, we service the whole student by going beyond just the academics and providing opportunities for face-to-face student interaction resulting in emotional and social growth.

We have partnered with local organizations that provide opportunities not only for our school, but for our students and their families as well. Through working with local organizations like the Brandywine Valley YMCA and the United Sports Training Center, 21CCCS was able to afford opportunities to our students through the use of these facilities.

Our partnership with the Brandywine Valley YMCA included 21CCCS' participation in the Saturday Night Light program. This program runs every Saturday night during the school year at each of the branches and is an opportunity for school-aged children to use and enjoy different parts of the YMCA. 21CCCS also worked with Girls on the Run, a ten-week afterschool program for girls that teaches them character development through running. 21CCCS offered our students their own opportunity to join this program as a member of the 21CCCS team. We also had faculty who attended and helped out at the season culmination 5K run that took place at a local high school.

Working with the United Sports Training Center (USTC) afforded us the opportunity to hold live PE classes for our students. With access to the large gyms and sports equipment, our physical education department planned a series of in-person PE classes. For the students who were not able to attend USTC, all of the classes were live-streamed allowing students to participate from their homes. A teacher also acted as a liaison to maintain communication between the teachers at USTC and the students at home. These live PE classes counted for the required fitness logs within the PE and health courses so students were able to earn credit. In addition to these live classes, we are also able to hold large events with our student body like the Back to School Picnic at the beginning of the year. At this event, the faculty is able to meet and get to know the students and families.

In order to establish and maintain relationships with our prospective 21CCCS families, we host open houses, both in-person and virtually. Families can learn about our school, our history and what separates us from other cyber charter schools. These open houses also give families the chance to speak with not only the enrollment specialist, but also a teacher from our faculty. There are also open houses where current students will join in order to answer questions and offer a prospective from their points of view.

21CCCS also runs and maintains our website, www.21cccs.org. This is for both prospective and current families as it offers a plethora of information about our school as well as useful links to our courses and school-based email system. Pertinent forms are also accessible through the website; these include the Internet reimbursement form, school calendar, student handbook and transcript request form.

21CCCS' presence in the local community is important not only for the school but for our students as well. When developing our strategic planning project, 21CCCS reached out to a variety of community members who we thought would help to ensure a well-rounded and comprehensive plan. We sought input for college and career preparation from a committee that consisted of two local business leaders, two community leaders, a retired educator, a Delaware County

Community College representative, a banker and real estate agent. This education driven group provided a wealth of knowledge and experiences that resulted in a well-developed plan for 21CCCS students.

Samples of outreach and marketing communications are in the Communication, Outreach, & Marketing Appendix.

- **Provide evidence that the Board of Trustees has been responsive and effective as a governing entity. Discuss how formal complaints have been investigated and resolved. Provide specific examples of governance issues and how they have been resolved.**

No formal complaints have been made to the board. 21CCCS has a Due Process Policy that would be followed if a complaint should be made.

- **Describe the composition of the cyber charter school's governance structure, specifying how it includes parents and the community. Be specific about how the board is accessible and accountable to parents. Include dates, times and agendas of important parent meetings or events and include copies of sign-in sheets for the session.**

21CCCS' Board of Trustees is comprised of the Executive Directors of four southeastern Pennsylvania Intermediate Units from Chester, Montgomery, Delaware and Bucks counties. Each intermediate then has two representative superintendents from each IU and three parent trustees. The Board conducts its business in six bi-monthly meetings, which are publicly advertised and open for public discussion. Board members are listed on the 21CCCS website and all board agendas are published on Board Docs and accessible to the public. All board meeting audio is streamed online.

- **Describe the relationship of the cyber charter School with the surrounding community. Describe any complaints that have been received and how they have been investigated and resolved.**

21CCCS has an excellent relationship with the surrounding community due to the school's reputation as a high achieving school. Many school districts, and other cyber charter schools, have toured the 21CCCS facility and met with staff to learn how they might better use online education to serve their students. Parents are encouraged to attend the many field trips and outreach events the school holds. This allows staff to meet with parents and students in small groups to get their feedback and suggestions for improving the schools services.

Two issues were brought to the school's attention during the last charter. In the first, a child had left home and thus was no longer living with a legal guardian. PDE instructed 21CCCS to consider the student as homeless so the child could continue to attend the school. In the second case, a child was denied enrollment as the enrollment was submitted after the deadline, however, the deadline had not been updated on the school's website. The child was allowed to enroll, and a complete calendar is now posted on the website to avoid missing updates.

- **Describe the mechanisms in place to measure stakeholder satisfaction and solicit input. Include copies of surveys and questions and include a summary of responses.**

One of the school's goals is to provide outstanding customer service to students, parents, and the community. To gather the data necessary to accomplish this, the school conducts a variety of surveys.

Surveys are conducted using a variety of mediums including face-to-face, through the mail, and online. Many surveys are anonymous, encouraging participation and accurate responses. Courses have surveys twice per semester, inviting students to give anonymous feedback about the course and teacher. Students also answer a weekly survey question when submitting their weekly hours. Parents are surveyed about a variety of issues and their satisfaction with the school. Graduates are asked about their plans and solicit final comments about the school. Samples of surveys are attached in the appendix.

Below are parent survey results assessing their satisfaction with a variety of aspects of the school. Of note is that more than 90% of parents would recommend 21CCCS to others.

Parent Questions		Percent
How satisfied are you with your child's grades and academic achievement?	7.97 out of 10	80%
How satisfied are you with the curriculum and courses?	8.47 out of 10	85%
How satisfied are you with the quality and type of field trips and extracurricular activities offered?	7.52 out of 10	75%
How satisfied are you with the quantity of interactions that your child has with the teachers and staff at 21CCCS?	8.88 out of 10	89%
How happy are you with the services that your child's P4SL/Learning Coach provides to you and your child?	9.17 out of 10	92%
How likely are you to recommend 21CCCS to a friend or colleague?	9.1 out of 10	91%
How connected do you feel to the 21CCCS community?	7.08 out of 10	71%
Considering the reason you chose this school for your child, has the school met or exceeded your expectations?	often or always	94%
The amount of time your child spent on class work was what you expected.	often or always	72%
When your child had a question, the teachers provided clarification within 24 hours.	often or always	94%
If you had a question about your child's progress, it was answered in a timely manner.	often or always	96%
If you needed help from Tech Support, the response was prompt and helpful.	often or always	94%
Having your child enrolled in our school has had a positive effect on his/her overall attitude.	often or always	92%
Did the school provide enough non-academic activities?	yes	80%
Would you recommend our school to another parent who is considering cyber schooling?	probably or absolutely	98%

B. Student Enrollment

- **Is the enrollment stable and/or near capacity? What is the average “churn rate” for the last five years?¹**

Enrollment in the school has increased modestly, by an average of 6% each year. This limited growth allowed the school to improve curriculum and expand course offerings, without disturbing the basic model that has proven effective for students. “Churn rate,” defined as the number of enrollments divided by the number of withdrawals, has decreased from a high of 30% in 2010-2011 to 23% in 2014-2015. The average churn rate for the past five years is 25%.

Perhaps a more important measure is student retention, the number of students enrolled in one year that were also enrolled the following year. This value increased 15% in 2012-2013, 6% in 2013-2014, and 10% in 2014-2015.

- **Describe the system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.**

The Enrollment Notification Form (ENF) used by 21CCCS meets all of the requirements of Section 1748-A, and school districts are notified in accordance with 1748-A. Student guardians provide proof of residency as required by law, and the reported school district of residence is checked by 21CCCS against U.S. Census data to ensure accuracy. All enrollment and withdrawal information is maintained in the Student Information System (SIS), which links to the accounting software used for billing, eliminating clerical errors in billing. The same SIS data is used for the reporting of student data through PIMS.

- **Describe the marketing techniques used to advertise this cyber charter school opportunity and how the cyber charter school has made resources available equitably across the state.**

The primary medium for marketing the school is the Internet. Internet advertising is done utilizing paid search (Google AdWords, Bing Ads) and search engine optimization techniques. These methods allow us to target users throughout the commonwealth of Pennsylvania who are searching key terms relating to cyber school. The school recently launched a new, user-friendly website to increase ease of navigation while also accommodating the growing number of users browsing the web on mobile devices. Alternative methods of marketing include radio and television, signage at family friendly attractions, billboards, direct mail, and print advertising. The school has also sent representatives to family focused events such as Girls Exploring Tomorrow’s Technology, the Philadelphia Science Festival Carnival, and the Harrisburg Family Festival.

¹ Churn Rate is the Number of Enrollments divided by the Number of Withdrawals (# of Enrollments/# of Withdrawals).

The school also conducts “Open House” information sessions regularly. Locations are determined based off data from inquiries received. For those in remote or less interested areas, virtual information sessions are offered by utilizing the same communications technology used between teachers and students. Virtual sessions are recorded and can be sent to families with schedule conflicts or time constraints. Parents also communicate with enrollment specialists via the telephone. The purpose of these calls is to provide parents with the information they need to make an informed decision regarding cyber school and determine whether or not it is an appropriate fit for their family.

- **Using the following table, provide the history of student enrollment for each year and discuss trends in student turnover and retention data.**

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Student Enrollment at the end of the school year	628	689	728	765	798
Number of students enrolled in June who were also enrolled in September of the previous year	417	498	505	554	582
Number of students, excluding graduates, who were enrolled at the end of last year	514	563	611	643	692
Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year	333	356	407	432	474

End of year enrollment has increased steadily by an average of 6.2% per year. The number of students enrolled in June also enrolled in September of the previous year, the number of students enrolled at the end of the previous year, and the number of students enrolled at the beginning of the year also enrolled at the end of the previous year, all increased at a greater rate.

- **Provide waiting list data for each year, detailing how many students were on the waiting list at the beginning of the year, how many were extended opportunities to enroll and how many enrolled during the year.**

21CCCS has not used a waiting list.

- **If the school has been under- or over-enrolled, provide an explanation.**

21CCCS has been “under-enrolled” for the past five years based on the targets submitted in the previous renewal. This is likely the result of a combination of factors. One of these factors is the increase in number of district cyber and blended programs that are available to students and families. Another factor is the limited amount of money that was spent on advertising and marketing over the last five years. Our marketing and enrollment teams work diligently to follow up on all inquiries and provide families with all the information they need to make enrollment decisions.

- **Drawing upon exit interviews and other sources, explain why students choose to return or not to return to the school.**

Whenever possible, exit interviews are conducted to learn why students leave the school. Students and parents are also asked to participate in online and in-person surveys. Most online surveys are anonymous. Questions include what they like, what they dislike, or what they would like to see changed or added to the school. The school also asks for information such as when students typically complete their schoolwork, their opinions on components of curriculum, how often they communicate with their teachers, and what skills they feel are most important to success in an asynchronous online school.

The primary reasons students choose not return to the school are:

- They are not suited to an asynchronous online environment.
- They miss the social interaction of a traditional school.
- They are unmotivated and need more structure.

The school provides opportunities in a number of ways to help students feel invested in and a part of the school. Students are encouraged to participate in and start school clubs in areas of their interest. Students operate these clubs with teacher sponsors. The students develop the idea, find a sponsor, and advertise their club to the other students at 21CCCS.

Monthly field trips are conducted where students and parents can meet other students and parents, and well as teachers and other staff members. When appropriate, students work together in groups on the academic content of the field trip. Students are encouraged to take leadership roles within these groups as they accomplish tasks.

In the weekly synchronous class sessions students are given the opportunity to work together to achieve a better understanding of the material presented. Students are also encouraged to help other classmates as they work through the lessons being covered.

Students generally return to the school because:

- They have been more successful at 21CCCS than in their previous school.
- 21CCCS offers them a friendlier, more personable school environment.
- 21CCCS allows the child to pursue their passion, which is his/her reason for attending cyber school.

C. Policies and Procedures

a. Technology and Support

- **How is technology used to provide curriculum?**

21CCCS uses FirstClass email, BlackBoard Collaborate for our live classrooms and Virtual Offices as well the Moodle Learning Management System (LMS) as the major communication tool between the teachers and learners. These are the major vehicles used to promote deep learning, and they ensure high quality learning outcomes. Online discussions provide an additional learning and teaching vehicle, allowing instructors to facilitate the acquisition of higher-order thinking skills for transferring and applying information learned in class.

21CCCS uses Moodle to deliver all lesson content and assessments to our student body. Moodle is available all day, everyday each quarter. Each Moodle course has several forums in which students can discuss lesson specific content with teachers and peers to receive more immediate feedback. Moodle courses contain quizzes, assignments, and projects as forms of summative assessment. Once a week each course has a live class, using BlackBoard Collaborate, where teachers deliver explanations and expand on content where needed. These live classes also provide students an opportunity to have discussions with teachers and peers about their course content.

When 21CCCS students enter their courses and complete their syllabus agreement activity, they have access to the entire lesson content of the course. Assignments are available to students on a quarterly basis with the opportunity to resubmit

assignments and quizzes in order to work towards mastery. Some students may also have the option to work ahead in other quarters with guidance department approval. Each course contains an announcement section, a course syllabus (to present course expectations), teacher information, a gradebook (to view course grades and teacher feedback at all times), and additional subject specific resources.

Teachers measure student outcomes in a variety of ways. Aside from summative Moodle assessments and formative live class assessments, teachers collaborate with their students' learning coaches to better understand their students' needs. Each student is assigned a teacher or teacher assistant to be his or her learning coach (also known as the P4SL Coach, *Plan for Student Learning*). This is the student's and family's major point of contact at 21CCCS for questions and help. The learning coach operates as the advocate for the student and family. Parents receive news about their child's achievements from the learning coach on a weekly basis. The learning coach encourages students and provides strategies for being successful in the online setting. Some techniques taught include: creating a schedule, methods for tracking progress, analysis of learning styles, encouragement for self-advocacy, self reporting, goal setting, and how to make the technology work best for the students. It is our goal to help students become task-oriented, independent, and self-directed problem solvers.

- **Describe the teaching methods that are used to deliver instruction and to assess academic performance. How is the cyber charter school improving student learning through the effective use of technology?**

Teachers have a wide variety of tools and resources available to them for tracking student activity in classes and for creating assignments that effectively use the variety of technology available today. 21CCCS course content is presented to students through Moodle, a web-based Learning Management System (LMS). The LMS allows all student actions (clicks) to be tracked, in Moodle, for time of day, date, frequency, and length of time. This data can be used to determine class-wide course information such as how many times students viewed a tutorial video, how much of the video was watched, as well as if a particular student viewed a video at all. This type of data drives decisions when the course is up for revision.

The Student Information System (SIS) displays real-time course data for each student, putting the current information for all of a student's classes on a single page. This makes it easy for teachers and learning coaches to get a quick overview of student progress.

A key to our school's past success has been the development of an effective learning environment. Several strategies are used to help build this effective environment for learning, such as:

- Planning quarterly school activities, monthly field trips, and weekly community outreach events
- Developing activities and discussion questions designed to trigger student interest when exploring answers, which in-turn fosters student critical thinking and deep learning
- Providing background information of the course, topics covered in the unit, key concepts and readings for the course
- Incorporating PowerPoint presentations, video lectures and demonstrations, and interactive activities
- Facilitating online discussion where students play roles in a debate or scenario
- Providing many opportunities for students to interact in virtual classroom and work sessions

Through the use of the LMS, content is presented in a logical consistent interface to the student in an engaging, easy to follow manner. It also offers students a variety of ways to view, learn, and demonstrate mastery of the material using a student-centered, asynchronous learning approach.

Course pages are built using a consistent layout, so students always know how to navigate through the page and course. All courses include an announcement section, a course syllabus (to present course expectations), teacher information, a gradebook (to view course grades and teacher feedback at all times), and additional subject specific resources. Courses are divided into parts, where four parts represent a quarter. This allows students to easily pace themselves and complete courses on the schedule that is appropriate for their situation. Each part begins with an explanation of what will be

covered and an expectation of what students will learn (introduction, essential question, objectives). Course material is presented in a variety of formats to address different learning styles, Garner's (1983) Multiple Intelligences, and to foster student engagement. Active student participation, which fosters critical thinking and deep learning, is encouraged through online discussions, group or partner work, in the Virtual Offices, and in live class sessions. Rich activities are developed that trigger students' interests, engaging them to explore the answers. Students are given options for how they demonstrate their mastery of concepts to the teacher.

21CCCS course content is based on student-centered learning, which means:

- Teachers are coaches for student learning and guide the overall learning process
- Student activities are designed for knowledge construction, not transmission
- Course activities, such as online journals, include opportunities for reflection
- Individual student learning styles are addressed
- Analyses of students' prior learning are identified and addressed
- Students have the option to take full responsibility for their own learning and work at their own pace, provided they meet the minimum pace for success (quarterly deadlines)
- Content contains experiential and interactive activities for learning
- Content is presented by the use of spiral learning, which provides for both revisiting and expanding content from prior lessons
- Variety of performance assessments are provided (students can advocate for alternative assessments as needed)

Upon enrollment, students are placed in a two-day mandatory orientation class. The purpose of this class is to teach students web and digital literacy skills and how to be effective eLearners in any online environment. Students also initially learn to use the software and hardware tools supplied by the school. We also provide an optional orientation class for parents. After this, assistance is continually provided through instruction in classes and job aids (help guides) in the Cybrary (21CCCS' cyber library).

All students and parents/guardians are given a school FirstClass email account and Moodle account. This is where they will receive all import school news, notifications, and announcements. Students learn to communicate effectively by email, since much of the communication in the school is electronic. Many students learn to use their FirstClass calendar as a planning and scheduling tool, a valuable skill in today's world.

Teachers and students have a number of ways to learn to use the wide variety of tools available to them. Teachers learn to use new tools in professional development (PD) sessions from fellow teachers throughout the school year, job aids, and instructional videos from Atomic Learning. Atomic Learning is a subscription-based service that provides online databases of instructional videos for a wide range of software programs and computers. It is purchased annually for student and teacher use. The tutorials explain how to complete common, simple, rare, or intricate tasks for many different resources and programs.

Teachers have the option to use any of the following resources, but not limited to: BlackBoard Collaborate, Microsoft Word, Excel, PowerPoint, Comic Life, PhotoShop, iMovie, Web Design software (Kompozer), FirstClass email system (calendar, discussion boards, email), Adobe Readers, Mac Dashboard applications, Web Browsers, GarageBand, Google Earth, Virtual Chemistry Lab, iTunes, iPhoto, Inspiration, Atomic Learning resources, Pages, Logitech Camera, Student Information System, Moodle, and website subscriptions (i.e. Atomic Learning, Brain Pop, Pearson Lab Bench, Quia, NearPod, Quizlet, Prezi...) and utility programs on their computers to update software and update content protection.

Perhaps most importantly, teachers work collaboratively in a team setting to foster the exchange of knowledge. Teachers work in a group with three or four others who make up their cohort and another three or four who make up their department. The community of learning fostered at our school is the key to helping and assisting both students and fellow teachers. Teachers are always willing to help those who are unsure of how to complete a task or use a resource.

- **How is the “school day” defined and how is the student’s attendance for the day monitored?**

The school offers the flexibility for students to learn when they are best prepared, not a set bell schedule. Students have the ability to work on a schedule that works best for them. Students are expected to spend 5.5 hours a day in grades seven to twelve and five hours a day in grade six for a total of 27.5 hours a week in grades seven through twelve and 25 hours in grade six engaged in the instructional program. The instructional program includes lives classes, work sessions, reading course material, and submitting course work. Every click in a course by a student is recorded and archived by the learning management system. These logs are monitored and reviewed each week, and can be compared and reconciled to the work submitted by the student, and to the weekly log submitted by students detailing the amount of time they spend completing schoolwork. Administrators, teachers and learning coaches keep close track of student progress. When a student fails to progress through coursework appropriately, but continues to report working the required number of hours, he/she may be asked to report a summary of hours and work done to support reported hours until hours and progress agree. If this cannot be produced, each day without progress may be counted as an unexcused absence. Parents or guardians are required to ensure that their children meet school attendance requirements as evidenced by: submission of assignments in all courses (work must be submitted in the majority of courses every three days), reading and responding to emails within 24 hours during the school week, and submitting weekly hours. Truancy is given to students with three or more unexcused absences.

- **How does the cyber charter school verify the authenticity of a student’s work and how are exams proctored?**

Within the online environment, it is very important to have a clear policy for determining authenticity of students’ work, which is something 21CCCS takes seriously. From the very first day of Orientation, students taught what plagiarism is and that it is not a victimless crime. In Orientation, students learn what constitutes plagiarism and academic dishonesty and its ramifications.. They must then complete an assignment and an exam to evaluate their understanding of what plagiarism is, how to properly cite work to avoid plagiarism, and the ramifications for partaking in such actions.

The concept of authenticity is an important element for each individual teacher and their online classroom at 21CCCS. Each syllabus reiterates the lesson provided in Orientation, and prompts students and parents to accept the rules and policies that are in place regarding plagiarism. In fact, students cannot see or submit any work until the Syllabus Agreement has been completed, ensuring their understanding of important policies regarding authenticity and work. It is only after the student’s and parents’ acceptance of these policies that student lessons and assessments appear for them to complete. This is a school wide policy and appears in all of 21CCCS courses. Below is the exact message that appears in all 21CCCS syllabi:

“Plagiarism and cheating of any kind are unacceptable. Students are expected to complete all assignments on their own, unless otherwise noted. Students will be given guidelines for how to paraphrase and cite sources and are expected to follow these guidelines. Students may be required to utilize *Turn it In* before submitting an assignment. All students are expected to contribute original thoughts and ideas to discussion boards. If a group project or discussion is assigned, it is understood that all participants will contribute equally. Students having difficulty with any of the course material should contact the teacher immediately.”

The above statement introduces one of our important tools for testing plagiarism - the online resource of Turnitin. Turnitin is one of the world’s leading evaluators of student work. Our school pays for and provides licenses to all teachers, as well as for all students. With this, each teacher creates an active account for each of his or her classes, and students must then use the class code for each class to enroll themselves. During the school year, students should be enrolled in no less than 4 classes, and must submit to them all for lengthy assignments. From there, all students are expected to submit any assignment that is a page or more in length to Turnitin. The authentication report is submitted along with the assignment for grading. If they do not provide this required resource, teachers have the option to submit for each student, before providing a grade. This will ensure that the policies and practices of authenticity are being met with each assignment.

When students submit to Turnitin, it compares the submission's text to the extensive database of digital content that has been archived by Turnitin. Students that fail to comply with the teacher's directions of including a Turnitin score will not receive full credit until this element is in place. At 21CCCS, a Turnitin score of 20% and below is considered acceptable, as there is an understanding that some phrasing and wording is common and thus may be picked up by Turnitin, but was not meant to be plagiarized content. Turnitin provides both an overall originality score and a detailed originality report, which shows the sources of any plagiarized material. In the case of a Turnitin score of 20% match or higher, the teacher discusses it with student, and may require the student to rewrite the assignment. If a student continues to submit work that is not his or her own, he or she may be subject to disciplinary action.

Disciplinary action in the instance of plagiarism involves the following actions, which are outlined in the 21CCCS Student Handbook:

“Engagement in the forgery of papers, reports, tests or notes will not be tolerated. Any other form of copyright infringement will also not be tolerated. Students are expected to understand and abide by copyright infringement laws, as designated by federal law. This includes, but is not limited to, the copying of work produced by another student, publication, or Internet source. Students may be required to submit their written essays and assignments to plagiarism software, as determined by 21CCCS, and submit their work along with the plagiarism report for grading. Any violation of academic integrity will result in disciplinary action, to be determined by the school principal. Each offense will be taken into consideration, and multiple offenses will be regarded with the highest concern. Consequences may include loss of grades, loss of academic credit, and in extreme cases, suspension.

Violations of academic integrity include but are not limited to:

- Using another person as a substitute when taking an examination or quiz.

- Submitting substantial portions of the same academic work for credit more than once without permission of the current instructor(s).

- Allowing others to conduct research or prepare any work for them without advance authorization from the instructor.

- Altering any grade or score in any way.

- Falsifying or inventing any information or data in an academic exercise including: records, reports, statistics, and citations of information sources.

- Failure to acknowledge the source of borrowed words or ideas.

- Improper paraphrasing without citations.

- Failure to include a bibliography or other list of works that were consulted in the preparation of the assignment, such as every book, article, and/or information source used.

- Knowingly helping or attempting to help another student cheat.

- Submitting another student's work for credit.”

In addition to the use of Turnitin, teachers are encouraged to take other measures as well. One such example of this is taking key phrases from student work and performing a quick search utilizing an Internet search engine, placing the phrases in quotation marks, to see if this specific phrasing has been published somewhere that Turnitin did not pick up. Taking chunks, as described above, has proved effective in extending the resources that are searched to ensure the authenticity of student work. If any work is deemed to have elements that are not authentic, teachers have the capability to block, or prevent submissions from students until they have conferenced with the teacher, and possibly the principals, to ensure future behavior of this nature is not exhibited. In addition, all student work is kept in each course for the duration of the school year, which provides a resource for teachers to evaluate trends and quality of work to track whether or not something out of the ordinary could be considered work that is not authentic. Teachers can compare any work deemed

suspicious with previous submissions to evaluate whether or not discrepancies exist in students' work.

It is both the responsibility of the student and the teacher to ensure that authenticity is maintained, and in the event it has not been upheld, appropriate actions are taken. As such, important professional development opportunities have been implemented to make sure all teachers are knowledgeable about the policies and procedures, as well as the ways to track student authenticity. As such, exams have been reevaluated to ensure they are not answers students can perform a quick search on the Internet and find the exact answers. Open-ended questions at 21CCCS often have an element of reflection or opinions added, to ensure they are not taken from an outside resource. Students are also allowed to have the textbook open because the questions are modeled for higher order thinking skills and are not easy to search for the right or wrong answers. This not only ensures student authenticity, but also encourages deeper understanding and stronger connections to course content.

In regards to proctoring of exams, four exams are offered and proctored by 21CCCS teachers: The PSSA, The PSAT, Keystone Exams, and AP Course Exams. With this, any staff that is qualified to proctor these exams must perform all training duties required to proctor these exams, which includes how to distribute, monitor and proctor each of the different exams. The school reserves the right to require proctored testing; the Student and Parent Handbook states that if there is a determined need, the school may, at any time and for any reason, require proctored testing within 60 miles of the student's location. All of the academic policies listed above are enforced with onsite testing. All training to proctor the exams is monitored by Administration and all rules and regulations for such proctoring are strictly enforced.

- **Describe the system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).**

The system for maintaining school records and disseminating information, as required under the Family Educational Rights & Privacy Act (FERPA), includes having all files maintained in locked filing cabinets and behind locked doors in accordance to all state requirements. No files are permitted to leave the school premises and all files are signed out whenever accessed by staff. The school protects the confidentiality of personally identifiable information regarding screening, referral, evaluation, storage, disclosure, and destruction of all information for students in accordance with the FERPA and other applicable federal and state laws. All student information within the SIS is secure and password protected.

Parents are asked to provide information on any divorced or separated parents and the exact terms of legal custody from the time the child enters the school. Teachers are able to check the office files to know what information can be given out over the phone or by mail to either parent. It is the parents' responsibility to get that information to the school and the school's responsibility is to follow the law.

Parents have the right to inspect and review their child's educational record. The school will comply with a request to inspect and review educational records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but no later than 30 days after the written request has been made. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. Parents have the right to appoint a representative to inspect and review their child's records. If any educational record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

As mandated reports and by law, 21CCCS staff must share the information when someone states he or she is planning to harm himself/herself or others, or that he or she has knowledge of someone planning to harm him or herself or others.

- **How is technical support provided to students and parents (i.e. during what times of the day, how is it provided, etc.)?**

The primary goal is for a student to complete his/her schoolwork with minimal interruptions due to technical issues. Technical support is available to each student and parent while attending the 21CCCS through the use of email, telephone, virtual office, Apple Remote Desktop sessions, and FAQ sites. Each communication from the student and/or parent is answered as quickly as possible, and all communication is executed in a courteous and respectful manner.

Support requests are prioritized first by the potential effect on the student's performance on schoolwork, and second by the order in which it was received. Technical support is currently available from 7:00 AM to 4:00 PM each school day. For support outside those hours, a website is maintained that is designed to enable students to address many common issues themselves, solving their problem immediately. The site walks them through common solutions, the same things 21CCCS technical staff suggest over the phone or in email. Through the site, students can also submit an electronic help and equipment or supply request. This request is recorded in the SIS and alerts technical support personnel by email. The SIS records of help requests are reviewed periodically and additions are made to the support website or student computer image as necessary.

Most support issues are software related and technicians can usually complete repairs quickly using Apple Remote Desktop, which allows a computer to be manipulated remotely over the Internet. When that cannot be done, for example in the case of a hardware issue, the student is sent another computer overnight. 21CCCS keeps spare computers on hand ready to ship for these cases. Since student computers are less than 4 years old, hardware problems are minimal. 21CCCS does not support any technical issues the parent and/or student may have pertaining to hardware or software that is not provided by 21CCCS.

- **Describe the hardware, software and Internet connections, and technical support provided.**

Hardware

The school provides every student with an Apple MacBook Pro computer configured with all the software and settings needed to be successful. The current model is listed below.

- 13.3" LCD display
- 2.5 GHz Intel processor
- 4GB RAM
- 500 GB hard drive
- CD/DVD-RW optical drive
- Built-in AirPort Extreme wireless
- Built-in Bluetooth 2.0 EDR
- Scrolling Trackpad
- Sudden Motion Sensor
- USB ports
- Camera card port (SD card)
- Ethernet port
- Firewire 800 port
- Display port

Computers are used for no more than four years. Computers that are older than four years will only be used as spare computers for onsite testing for when a student forgets to bring his or hers. Parents sign an agreement form for the use of instructional property that allows them to be covered under the family's home or renter's insurance.

Other hardware is also provided to students on an as needed basis. Wacom pen tablets are issued to all students to help them in Art and Math courses and also for taking Chinese language courses to enable them to write using Chinese characters. Digital Photography students are issued digital cameras if needed. Middle school students are sent basic calculators to help them in their math classes. High school students are sent TI-84 graphing calculators for their math classes. Families with two or more students attending 21CCCS may be issued a wireless router to share their high speed Internet connection. Students may request external keyboards, mice and headphones.

Students are also provided with the necessary supplies to complete their schoolwork, such as paper and printer ink upon request, although no assignments require printing.

Teachers also have specialized hardware and software available for their use. For example, the science department purchased a digital microscope, allowing teachers to share with students, online and in real time, projects in subjects such as Biology. Digital video and still cameras, along with software such as SnapZ Pro, enables teachers to create movies for students to view as part of their classes.

Software

The students are provided with all necessary applications to complete their work. Each computer contains the following third party applications (some are controlled using a Keyserver to administer licenses):

- Adobe Photoshop Elements 8
- Audacity 2.0.0.0
- Audio Recorder 3.2
- Blackboard Collaborate Launcher.app 1.1.0
- ClamXav.app 2.7.5
- Comic Life 3.app
- ContentBarrier.app
- Firefox.app 39.0
- FirstClass.app
- Flip4Mac 3.2.0.16
- GarageBand.app 6.0.5
- Google Earth.app 7.1.1.1580
- Google SketchUp 8
- Graphical Analysis 3.8.4
- Inspiration 9.app 9.0.3
- KompoZer.app 0.8b3
- Logger Pro 3.9
- Microsoft Office 2011 14.5.2
- OmniOutliner.app 3.10.6
- PA Online Assessment System - DRCInsight
- Pencil.app
- SMART Technologies - Notebook 11.4
- Scratch 1.4
- Scratch 2.app
- Sketchpad - Geometer's Sketchpad 4.07
- StuffIt Expander.app
- TI Connect 4.0
- Tracker.app 4.8
- VLC.app 2.2.1
- Virtual ChemLab.app 4.0

Utilities regularly used include:

- Apple Remote Desktop — Remote administration software
- Content Barrier X4-URL filtering and tracking software

School issued computers have chat software disabled and such software cannot be installed by the students without an administrator password. Each computer has a unique administrator password. If a student manages to install unauthorized software, the Keyserver will not allow it to function. Web-based chat sites are blocked as well. It is policy to limit unauthorized software and chat sites because they could be a potential distraction to students.

Online Software

- BlackBoard Collaborate- synchronous eLearning (see below)
- Turnitin - plagiarism prevention software
- Study Island - learning solutions
- BrainPOP - animated, curriculum-based software
- Atomic Learning - educational video service
- Power Library-electronic research resources

BlackBoard Collaborate is an online collaboration system that is used by teachers as a virtual office and classroom. BlackBoard Collaborate offers a variety of features, such as two-way voice communication, text chat, video, desktop and application sharing, polling, and a whiteboard. The text chat feature enables students to ask a question of the teacher privately, encouraging them to ask questions they might not ask if the entire class heard the question. While BlackBoard Collaborate is primarily a synchronous system, sessions can be recorded for later viewing and review by students, making recorded sessions a valuable resource for students. BlackBoard Collaborate is designed to work with all Internet connection speeds, so students using dialup Internet are not at a disadvantage.

Used as a virtual classroom, teachers and students can meet as a class to have group discussions and review course materials. Used as a virtual office (VO), students can quickly and easily communicate with their teachers without the need for a telephone. The whiteboard can be used by both teacher and student, replacing the traditional black board used in a traditional classroom. All teachers have their office hours posted in their classes; during these times they are available in their VO, by phone, and by email for students and parents. Teachers have both day and evening office hours, making communication with parents and students on non-traditional schedules easier. Each subject area also has a VO staffed by teachers, so subject matter experts are available to students even during times when their teacher is not available.

Internet Access

All school computers are equipped with wireless and network connections. Families with broadband Internet (cable, DSL or satellite) are reimbursed up to \$45 a month towards that bill (this covers Internet access in almost every part of Pennsylvania). If a family has more than one student enrolled in 21CCCS, the school will provide a wireless router to share the broadband Internet connection. Families without access to high speed Internet are either reimbursed for their dialup Internet account or are provided a dialup account free of charge by 21CCCS. Families with multiple 21CCCS students using dialup Internet are reimbursed for the additional phone lines used by the additional students.

A number of students who travel extensively use cellular modems when away from home. These allow students to access their classes and submit work from any location with a cell phone signal. They also enable students living in areas without high speed Internet to get a higher speed Internet connection in their home than dialup allows.

- **If “spyware” is used on student computers describe the type of spyware used and explain the purpose of the use.**

No “spyware” is used on 21CCCS student computers. The only software that records any personal data is the content filtering software, which maintains a local history of web browsing (as does the web browser).

21CCCS computers have remote administration software installed, which is used by technical support personnel to fix problems and make software adjustments on student computers. This software allows technical support to see what is currently displayed on a student screen, which is necessary to make the required changes or repairs to the student computer.

All student laptops have a built in webcam, which by default is not activated. Students can enable and disable the camera at will using a program on the desktop of the computer. The camera cannot be covertly activated; it can only be activated by running the program on their desktop and then utilizing a program (such as PhotoBooth) that uses the camera. When activated, it is obvious to the user of the computer that the camera is activated.

- Does the cyber charter school have a written policy on cyber bullying and how is the policy made known to parents and students?

21CCCS has a bullying policy, which includes all forms of bullying including cyber bullying. This policy and the consequences for violation are outlined in the Student and Parent Handbook. Parents and students are made aware of the policy through this handbook and are required to sign a handbook acceptance each year. Students also review the handbook during orientation lessons at the start of each year. This policy is included in the Bullying Policy Appendix.

b. Truancy Policies

- **Describe the cyber charter school's Policy on Truancy. What constitutes truancy (number of days not attending, number of days inactive?) When are parents contacted? How is contact made (phone call, email, home visit, etc.)? Attach copies of all forms used.**

The 21CCCS Student and Parent Handbook states that students are expected to complete 990 hours of instruction per academic year (900 for 6th grade). Students accomplish this by working an average of 27.5 hours (25 for 6th grade) per week in their classes, which includes both online and offline work. Students report the number of hours they have worked each week to the school via a lasso page. Failure of a student to submit work in the majority of his or her classes every three days may be counted as an unexcused absence. Unexcused absences may lead to truancy charges.

The administration monitors attendance and truancy. On a weekly basis, the administrative team reviews a listing of the last time students submitted work in each of their classes and determines which students may have unexcused absences. Learning coaches contact students who have an unexcused absence and are approaching truancy to help them create a plan for submitting work on a daily basis. Those students with unexcused absences are issued a truancy warning or truancy notification via email and regular mail (at Level 3 and above, truancy notifications are sent via certified mail). Truancy warnings and notifications are posted in the student's records. Illegal absences may result in up to six levels of truancy.

At Level 2 Truancy, limited restrictions may be imposed on the student's computer and accounts. At Level 3 Truancy, the student and parents are required to meet with the Truancy Team and their resident school district's truancy officer is notified. If a student reaches Level 4 Truancy, the student and parent are required to come to the 21CCCS office to meet with the Truancy Team and the school district is again notified. At Level 5 Truancy, credit for classes may be reduced or eliminated for the semester. Parents/guardians will be required to come to the school for a conference with the Truancy Team and the truancy officer of the student's local school district will again be notified. At level 6 Truancy, he or she will be referred to the 21CCCS Board for expulsion.

Truancy levels greater than three are rarely reached. In the majority of the cases, truancy notices have the desired effect of getting students back on track. Many of the remaining often voluntarily withdraw from 21CCCS after determining this was not the appropriate placement for the student. 21CCCS has never expelled a student for truancy, although students have been removed from enrollment for lack of attendance per state law (22 Pa. Code 11.24).

Truancy letters and forms can be viewed in the Attendance and Truancy Appendix.

- **Explain in detail the process and procedures the cyber charter school uses to notify a student's school district of residence of a student's truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.**

The school forwards to the district a copy of the Official Notice of Absence to Parents mailed to the parents of the truant child. 21CCCS staff work in close coordination with resident school districts' truancy officers providing necessary data should the district elect to pursue legal action against the parent(s) and student. When possible, the truancy point of contact information for a student's resident school district is recorded within the 21CCCS Student Information System (SIS) and updated when new information is obtained. The following truancy notifications were provided to resident school districts: SY 11-12, 23; SY 12-13, 72; SY 13-14, 48; and SY 14-15, 51. New strategies are put into place each year to reduce the number of trancies.

- **Provide a copy of the cyber charter school's policies and procedures regarding attendance, truancy and withdrawal.**

Please find 21CCCS's policies on attendance, truancy, and withdrawal in the Attendance and Truancy Appendix.

c. Extracurricular Activities

- **Does the cyber charter school maintain any agreements with local school districts regarding participation of cyber charter school students in extracurricular activities? If so, please explain the agreement(s)?**

The cyber school has no extracurricular arrangements in place.

- **Does the cyber charter school host any social events for enrolled students? If so, explain. Are they available to all students?**

In the educational world, the benefit of socialization amongst students has led many researchers to study the impact of socialization from school events on student performance. The results of such research have indicated that socialization is indeed important for students as it increases student motivation and promotes student connections to the school. In fact, research has implied that students' attitudes about themselves based on social interactions within school can be directly related to their attitude toward school (Ma, Xin. "Sense of Belonging to School: Can Schools Make a Difference?" The Journal of Educational Research 96.6 (2003): 340-349). Taking such research into consideration, 21CCCS provides a variety of social events for enrolled students to promote higher achieving students, to encourage student academic motivation, and to provide students with a sense of belonging to their chosen school.

21CCCS hosts a variety of social events for students, their family, and friends throughout the school year and summer months. Since the students live across the commonwealth of Pennsylvania, these events are hosted at sites around the commonwealth in an effort to allow each student the opportunity to attend at least one event. Some of these events are held virtually through the BlackBoard Collaborate program so that students can attend no matter their location.

Field trips are hosted once a month during the school year. These are family events as parents, siblings and friends are encouraged to attend with the student. The field trips range from \$5 to \$10 a person so that families can participate without a heavy cost. Every school year starts with the Back to School Picnic where students and faculty meet each other and enjoy a day of activities and lunch as everyone prepares for the upcoming school year. Throughout the remainder of the school year, 21CCCS plans field trips at a variety of sites, including orchards, factory tours, sport facilities, museums and art galleries. The end of every school year is celebrated with a larger field trip, usually to a location outside of Pennsylvania. For the end of the year trip, transportation for students and families is provided. Some of the locations we have traveled to include: Washington, D.C., Baltimore, MD, Cleveland, OH, and Mount Vernon, VA.

In addition to the monthly field trips offered to our students, 21CCCS also holds community outreach events one to two times a week during the school year as well as select events over the summer months. During the school year, a theme is chosen for each month and the outreaches include activities associated with that theme for the students to participate in together. For example, one month's theme was 'movie-making' and students worked together to create a movie trailer using an iPad, props that could be found on location, and teamwork and creativity. In addition to the activities offered at the community outreaches, students also have the opportunity to work in person with the teachers who attend the events.

Students are able to receive help with a subject or a specific assignment they are working on and also have the opportunity to work with their peers who are attending the outreach. Similar to the field trips, students are encouraged to bring siblings and friends to community outreach events. Special community outreaches are also held on select Saturdays during the school year; these include ‘painting in the park’ classes, a Frisbee golf outing and even a visit to the Eastern State Penitentiary. Another community outreach event is a talent show where students are invited to share their special skills with their peers, 21CCCS faculty and family. In an effort to encourage 21CCCS students to maintain relationships with their peers outside of the school year, community outreaches are held during the summer as well. These have included a trip to the Lenape Village at Churchville Nature Center and a game at the Reading Phillies stadium.

21CCCS students are also invited to participate in virtual clubs throughout the school year. While these clubs are student-initiated, each club does have a faculty advisor that supervises the meetings within BlackBoard Collaborate. Holding virtual meetings for these clubs allows all of our students to attend and participate. While our list of clubs varies each year based on student interest, there are popular clubs that recur each year.

The photography club meets to discuss different methods and techniques while sharing and critiquing students’ own photographs. The mural club also discusses different art styles and skills with the goal of collectively creating a mural by the end of the year. Members of the mural club who were able to come to the school worked together to paint a mural on a canvas that now hangs in the building. The coding club and chess club are also well-liked clubs that many of our students attend virtually each week.

21CCCS’ Drama Club offers a unique opportunity for students in the way that they focus on material and media that is suitable for online presentation. The Pioneer Radio Theater club is best known within 21CCCS for their five-minute radio drama presentations but they also perform longer pieces and animations.

Students are also invited to participate in the Yearbook Club and the Art and Literary Magazine. The Yearbook Club meets throughout the year as students work with their advisor to collect pictures, create the layout, and edit before the yearbook is printed and distributed to the student body. The Art and Literary Magazine is another club that takes place throughout the year and encourages participation from all students at 21CCCS. There is a high school and a middle school edition of this magazine that is a collection of written pieces and artwork. Student editors proofread all submissions and work with the faculty advisor to layout the pieces for publication. Like the yearbook, the Art and Literary Magazine is distributed to every 21CCCS student.

As students near the end of their high school career at 21CCCS, junior and senior students are invited to attend the prom hosted at a local country club. This takes place the weekend of graduation so that seniors traveling to the area for graduation can also attend the prom on the same trip.

d. School Safety

- **Please attach a copy of your School Safety Plan.**

Copy of the School Safety Plan is available in the School Health & Safety Plan Appendix.

- **Describe the cyber charter school’s student assistance programs (SAP). Include in the discussion information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.**

The 21CCCS Student Assistance Program (SAP) is entitled Assistance to Continue Education Successfully (ACES). The ACES Team is an intervention team made up of school personnel and is based on the Pennsylvania Student Assistance Team model. ACES is designed to assist school personnel in identifying issues including alcohol, tobacco and other

drugs, and mental health issues that pose a barrier to a student's success. The primary goal of the Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve, remain in school, and advance.

SAP team members are trained to identify problems, determine whether or not the problem lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat, or refer to treatment, but they may refer for a screening or an assessment for treatment.

21CCCS is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs. The school assigns each student a Guidance Counselor and students have access to contact their counselor during the school week in the Guidance Virtual Office or by phone. Students can also send an email to the counselor at any time. Email are typically responded to within 24 hours, even when school is not in session. Counselors provide guidance for students dealing with personal issues in the venue that is most comfortable for the student.

When a staff member learns that a student is in crisis they report it to the appropriate Guidance Counselor or Administrative team member immediately. Types of crises include physical abuse, sexual abuse, mental abuse, physical neglect, imminent risk, suicidal ideation, and any self-destructive behaviors (cutting, drug & alcohol abuse, etc). The Guidance Counselor will then escalate it and take the appropriate steps to help the student. The Guidance Counselor will attempt to contact the student to determine if the student is safe. If necessary, the Guidance Counselor or staff member will report the situation to the appropriate authorities, for example: police, Children & Youth, County Crisis, or parents. Since the school's students are located across the entire commonwealth, SAP team members (Guidance Counselors) maintain a comprehensive list of county agencies within the respective student's county that may be able to offer assistance or interventions as, and when, needed.

Due to the nature of the online environment, notification of a potential problem can be received at any time of the day so staff members are trained to report any such concerns immediately upon discovery. Staff members are provided with all contact information (work and home) for Guidance and Administration so that they can be reached immediately when necessary, regardless of the time or day. There is a chain of command beginning with the student's assigned Guidance Counselor. If that counselor is unavailable, the staff member will contact the other counselor. If neither counselor is available, the staff member will contact the Principal, Director of Education, Special Services Coordinator or CEO.

- **Describe the cyber charter school's expectations for student behavior and discipline. Explain how the cyber charter school's discipline policy complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, particularly with respect to due process for students.**

21CCCS has high expectations that all students will behave in an appropriate manner. In order to help ensure students maintain the highest levels of behavior and discipline, the Student Code of Conduct is included in the Student and Parent Handbook. The Code of Conduct provides detailed definitions, policies, procedures, and responsibilities concerning:

- Acceptable use of school equipment and accounts
- Terroristic threats or acts
- Unlawful harassment
- Bullying and cyber bullying
- Academic integrity

The Student Code of Conduct also details consequences for violation of any of the policies contained therein. In order to ensure that 21CCCS' Student Code of Conduct complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, it includes a comprehensive Due Process section.

- **Provide a copy of the Student Handbook and/or other materials that are used to detail behavior and consequences for students.**

Please find the Student Handbook in the Student and Parent Handbook Appendix.

- **Discuss the cyber charter school’s suspension/expulsion history. Describe the interventions/processes put into place to reduce the number of suspensions and expulsions to affect this progress. If there are concerns regarding suspensions/expulsions, describe the steps/adjustments being made to address these concern**

21CCCS’ suspension/expulsion history is displayed below:

School Year	Suspensions	Expulsions
2010-11	6	0
2011-12	8	0
2012-13	1	0
2013-14	2	0
2014-15	3	0

This school has never expelled a student and does not have a large number of suspensions annually because the students do not come to the school building on a daily basis; therefore, there are a limited number of infractions for which they may be suspended. In addition, students normally receive a warning if the infraction committed is minor. In the majority of the cases, a warning is generally sufficient and the students do not repeat the misbehavior.

Since the number of annual suspensions is small and there have been no expulsions, there is no concern regarding them. Although there are a small number of suspensions, it is always desirable to reduce the number even further.

Glossary of Terms

Plan for Student Learning (P4SL)- refers to the students and their plans for success (this is how a learning coach refers to their caseload of students)

P4SL Coach- the teacher assigned to a student to serve as their learning coach

Learning Coach- the role that a teacher plays with students and families, this teacher is assigned approximately 25 students to serve as the coach. The learning coach maintains at minimum bi-weekly contact with the student and family to assist students and families in meeting academic goals, providing academic or technical assistance, developing personal connections, developing organizational skills and good work habits, applying to college and career.

Classroom Diagnostic Tool (CDT)- an online computer adaptive test based on the content assessed by the Keystone Exams and PSSAs; highlights students' strengths and areas of need.

Virtual Office (VO)- online classroom that students log into to work with teachers and other students. VOs have audio, video, chat and whiteboard capabilities.

Direct Instruction (DI)- small group instruction used to supplement regular course instruction in order to explicitly teach specific skills.

Live Class- class session held once per week for each course, these sessions are recorded for later viewing. Sessions typically include mini-lessons, small groups, and practice.

Modified Order of Assignments (MOA)- utilized for special education students based on IEP to reduce/alter the assignments in a given course to better meet the students' needs and IEP goals.

Learning Management System (LMS)- a software application for the administration, documentation, tracking, reporting, and delivery of electronic education courses.

Moodle- learning platform used by 21CCCS to provide educators, administrators, and learners with a single robust, secure, and integrated system to create personalized learning environments. All of the 21CCCS courses are housed in Moodle, it is where students access lessons and assignments.

BlackBoard Collaborate (BBC)- web conferencing platform used by 21CCCS to run virtual offices and live classes. This online platform provides two way VoIP, multi-point video, interactive whiteboard, application and desktop sharing, rich media, breakout rooms, mobile collaboration and session recordings.

Synchronous Program (Synch)- instructional model in which students attend live classes and then complete specified assignments at designated times, as opposed to asynchronous in which students themselves determine when they will complete specific assignments within the quarter.

International Association for K-12 Online Learning (iNacol)- a non-profit organization that offers support and guidance for online learning by: establishing national online teaching standards, providing research and report, and providing networking and professional development opportunities.

Cyber Charter School Charter Renewal Application

Signature Page

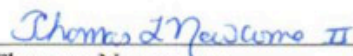
We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.



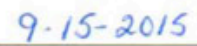
Kim McCully
Chief Executive Officer



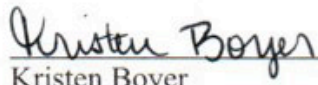
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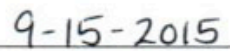
Thomas Newcome
President, Board of Trustees



Date



Kristen Boyer
Secretary, Board of Trustees



Date

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

**Board of Trustees
Board Meeting
August 9, 2022**



Aug 9, 2022

1. Meeting Opening

The August 9, 2022 Board Meeting was called to order by Andrea Fox at 1:02 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn - Solicitor, Loree Marchese - Business Administrator, Brian Cote - Director of Curriculum, Instruction & Assessment, Dr. Nancy Giagnacova - Director of Special Education, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Erika Laidlaw - Middle School Principal, Casey Regina - Assistant Principal, Mike Matz - IT Director, Lucinda Currie - Director of Human Resources, Megan Stellfox - Student Support Manager, John Provasnik - ISD Coordinator, Katie Murtagh - Administrative Assistant, Maryann Faralli - Receptionist

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrators' Reports

Action: 1.6 Amend the Agenda to Remove Consent Agenda Item 4.19

Recommend the Board approve amending the agenda to remove Item 4.19 from the Consent Agenda.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 1.7 Removal of Consent Agenda Item 4.19

Recommend the Board approve the removal of Item 4.19 from the Consent Agenda due to PDE having technical difficulties on their portal, which is preventing us from uploading the Annual Report to PDE.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

2. Organization of Board of Trustees

Action: 2.1 Board Members as Hearing Officers

Recommend the Board approve all Board Members as Hearing Officers for the 2022-2023 SY.

Motion by Andrea Fox, second by Peter Mango.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Procedural: 2.2 Oath of Office

3. Approval of Minutes

Action: 3.1 Approval of May 10, 2022 Minutes

Recommend the Board approve the Minutes of the May 10, 2022 Board Meeting as presented.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

4. Consent Agenda

Action (Consent): 4.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.2 Treasurer's Reports & Board Summary Reports

Resolution: Recommend the Board approve the April 2022, May 2022 and June 2022 Treasurer's Reports and Board Summary Reports as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.3 Expenditure Reports

Resolution: Recommend the Board approve the April 2022, May 2022 and June 2022 Expenditure Reports as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.4 Designated Employees for School Procurement / Credit Cards

Resolution: Recommend the Board approve the designated employees indicated below to use school procurement/credit cards for the 2022-2023 SY.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 4.5 Designated Employees for School Gas Credit Card

Action (Consent): 4.6 Ratification of Direction for Binding of All Insurance Policies and Additional Policy for Workers Compensation
Resolution: Recommend the Board ratify the Direction for Binding for all Insurance Policies with attached signature pages. The total cost for the 2022-23 coverage is \$160,871.25. An additional policy was purchased for out of state employees for Workers Compensation which resulted in a change from \$35,715 to \$35,771. A revised policy is also attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.7 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.8 Renewal Contract - Aveanna Healthcare

Resolution: Recommend the Board approve the renewal contract with Aveanna Healthcare for related services for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.9 Renewal Agreement - CCRES

Resolution: Recommend the Board approve the renewal agreement with CCRES for related services at indicated below for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.10 Renewal Proposal - Vertiv Corporation

Resolution: Recommend the Board approve the renewal with Vertiv Corporation at a cost of \$6727.92 for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.11 Renewal Agreement - Wiggins Shredding

Resolution: Recommend the Board approve the renewal agreement with Wiggins Shredding for the 2022-2023 SY for a total cost of \$1,500, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.12 Renewal Agreement - ABC Fire Extinguishers

Resolution: Recommend the Board approve the renewal agreement with ABC Fire Extinguishers for the 2022-2023 SY for a total cost of \$127.25, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.13 Renewal Agreement - SSI Fire & Explosion Protection

Resolution: Recommend the Board approve the renewal agreement with SSI Fire & Explosion Protection for the 2022-2023 SY for a total cost of \$970, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.14 Renewal Agreement - Vector Security

Resolution: Recommend the Board approve the renewal agreement with Vector Security for the 2022-2023 SY for a total cost of \$802.80, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.15 Vector Security - Installation of Security Monitoring Equipment (Murrysville)

Resolution: Recommend the Board approve the installation cost of Vector Security's monitoring equipment in the annex portion of our Murrysville location in the amount of \$2,313, a copy of which is installed.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.16 West Goshen Back to School Picnic

Resolution: Recommend the Board approve the application for the annual Back to School Picnic in West Goshen on September 30, 2022 at a cost of \$351, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.17 Monroeville Back to School Picnic

Resolution: Recommend the Board approve the application for the annual Back to School Picnic in Monroeville on September 30, 2022 at a cost of \$330, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.18 ARP ESSER Health and Safety Plan Guidance

Resolution: Recommend the Board approve the updated ARP ESSER Health and Safety Plan Guidance, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.19 Revised 2022-2023 School Calendar

Resolution: Recommend the Board approve the revised 2022-2023 School Calendar, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.20 Revised 2022-2023 Student Parent Handbook

Resolution: Recommend the Board approve the revised 2022-2023 Student Parent Handbook, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.21 Policies

Resolution: Recommend the Board approve the below new and/or updated Policies, copies of which are attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

5. New Business

Action: 5.1 Resolution - Downingtown Location

Recommend the Board approve the First Amendment to Mutual Easement Agreement and Resolution for the sale of 126 Wallace Avenue, Downingtown, PA, copies of which are attached.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.2 Confidential Settlement Agreement

Recommend the Board approve Confidential Settlement Agreement in Legal Matter #001-2022-2023 as presented. A copy of the Resolution of the Board of Trustees is also attached. Dr. Michele Orner abstained from voting on this action.

Motion by Andrea Fox, second by Peter Mango.

Final Resolution: Motion Carries

Yea: Peter Mango, Dusty Blakey, Mollie Burnett, Andrea Fox

Abstain: Michele Orner

Action: 5.3 Renewal Contract - Chester County Intermediate Unit - Marketplace Services

Recommend the Board approve the renewal contract with Chester County Intermediate Unit for marketplace services at costs compliant with industry standards for the 2022-2023 school year, a copy of which is attached. Dr. George Fiore was not present to vote on this action, although he had already submitted his Recusal Memorandum in advance of today's meeting.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.4 Salary Study - SY 2022-2023

Recommend the Board approve the salary study proposal for support and Administrator personnel, as presented. Dr. George Fiore was not present to vote on this action, although he had already submitted his Recusal Memorandum in advance of today's meeting.

Motion by Andrea Fox, second by Peter Mango.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.5 Apple - Use of Committed Fund Balance for Technology Initiatives (Staff Computers)

Recommend the Board approve the use of Committed Fund Balance - Technology Initiatives for the purchase of staff computers in the amount of \$370,452.50. A copy of the Purchase Order is attached.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.6 CDW - Use of Committed Fund Balance for Technology Initiatives (Staff Monitors)

Recommend the Board approve the use of Committed Fund Balance - Technology Initiatives for the purchase of staff monitors in the amount of \$220,777.20. A copy of the Purchase Order for CDW is attached.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Information: 5.7 Administrative Regulations

Information: 5.8 Annual Review of Policy 2049 (Bullying/Cyberbullying)

6. Board Member Comment

Procedural: 6.1 Board Member Comment

7. Public Comment

Procedural: 7.1 Public Comment

8. Meeting Schedule

Information: 8.1 2022-2023 Meeting Schedule

9. Adjournment

Action: 9.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

The August 9, 2022 Board Meeting was adjourned at 1:14 p.m.

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

**Board of Trustees
Board Meeting
September 13, 2022**



Sep 13, 2022

1. Meeting Opening

The September 13, 2022 Board Meeting was called to order by Peter Mango at 1:02 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, George Fiore, Alan Fegley, Michele Orner

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn - Solicitor, Loree Marchese - Business Administrator, Brian Cote - Director of Curriculum, Instruction & Assessment, Dr. Nancy Giagnacova - Director of Special Education, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Casey Regina - Assistant Principal, Lucinda Currie - Director of Human Resources, Megan Stellfox - Student Support Manager, George Wade - Lead Tech Support, John Provasnik - ISD Coordinator, Karis Lane - Substitute Board Secretary, Brittany Trotter - Social Studies Teacher, Katie Murtagh - Administrative Assistant

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrator Reports

2. Organization of Board of Trustees

Action: 2.1 Renewal of Term for Board Members

Recommend the Board approve the following Board Members and their terms.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action: 2.2 Organization of the Board - Nominate a New Substitute Board Secretary

Recommend the Board nominate Karis Lane as the new Substitute Board Secretary. Karis Lane will replace Blair Christo as the Substitute Board Secretary.

Motion by Alan Fegley, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action: 2.3 Organization of the Board - Elect a New Substitute Board Secretary

Recommend the Board elect Karis Lane as the new Substitute Board Secretary.

Motion by George Fiore, second by Alan Fegley.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Procedural: 2.4 Oath of Office

Dr. Dusty Blakey was not present at the meeting to be sworn in and take his oath of office, but will do so at the next board for which he is present.

3. Approval of Minutes

Action: 3.1 Approval of August 9, 2022 Minutes

Recommend the Board approve the Minutes of the August 9, 2022 Board Meeting as presented.

Motion by George Fiore, second by Michele Orner.

4. Consent Agenda

Action (Consent): 4.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.2 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.3 Renewal Contract - Allegheny IU - PA Educator

Resolution: Recommend the Board approve the renewal contract with Allegheny IU (PA Educator) at a cost of \$1,500 for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.4 Renewal Agreement - Lancaster Lebanon IU 13

Resolution: Recommend the Board approve the renewal contract with Lancaster Lebanon IU 13 at a cost of \$125, plus \$5 per candidate up to 25 vacancies, for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.5 Renewal Subscription - Learning Pool

Resolution: Recommend the Board approve the renewal subscription with Learning Pool at a cost of \$102,097 for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.6 2021-2022 Annual Report and Affirmation Statement

Resolution: Recommend the Board approve the 2021-2022 Annual Report and Affirmation Statement, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.7 Resolution - Truancy Officers

Resolution: Recommend the Board approve the Resolution and letter designating Truancy Officers, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.8 School Trip - Arnold's Go Karts

Resolution: Requesting approval for a student trip to Arnold's Go Karts during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.9 School Trip - Carnegie Science Center

Resolution: Requesting approval for a student trip to Carnegie Science Center during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.10 School Trip - Cherry Crest Farm

Resolution: Requesting approval for a student trip to Cherry Crest Farm during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.11 School Trip - Hawk Mountain

Resolution: Requesting approval for a student trip to Hawk Mountain during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.12 School Trip - Hawk Rock Overlook and Cove Mountain

Resolution: Requesting approval for a student trip to Hawk Rock Overlook and Cove Mountain during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.13 School Trip - Penn's Cave

Resolution: Requesting approval for a student trip to Penn's Cave during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.14 School Trip - Rothrock State Forest

Resolution: Requesting approval for a student trip to Rothrock State Forest during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.15 School Trip - Valley Forge National Park

Resolution: Requesting approval for a student trip to the Valley Forge National Park during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.16 Renewal Agreements - Picaboo - HS and MS Yearbooks

Resolution: Recommend the Board approve the renewal agreements with Picaboo for the 2022-2023 high school and middle school yearbooks in the amount of approximately \$17.52 per yearbook, depending on page count, copies of which are attached.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action (Consent): 4.17 Project "Go" School Attendance Support

Resolution: Recommend the Board approve the Project "Go" School Attendance Support Memorandum of Understanding for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by George Fiore, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

5. New Business

Action: 5.1 Ready to Learn Grant

Recommend the Board approve the application of the Ready to Learn Grant's funds in the amount of \$25,746 toward funding students in our dual enrollment program.

Motion by George Fiore, second by Alan Fegley.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Action: 5.2 Quote - RPC Video - Announcement and Sound Masking System - Murrysville

Recommend the Board approve the use of Committed Fund Balance - Technology Initiatives for the purchase of an announcement and sound masking system in the Murrysville location in the amount of \$16,848. A copy of the quote is attached.

Motion by George Fiore, second by Alan Fegley.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

6. Policies / Administrative Regulations

Action: 6.1 Policies

Recommend the Board approve the below revised policy, a copy of which is attached.

Motion by George Fiore, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

Information: 6.2 Administrative Regulations

7. Board Member Comment

Procedural: 7.1 Board Member Comment

Dr. George Fiore congratulated Peter Mango on another year of serving on the Board of Trustees and thanked the 21st Century Cyber Charter School's administration, staff and teachers as we look forward to a great school year.

8. Public Comment

Procedural: 8.1 Public Comment

9. Meeting Schedule

Information: 9.1 2022-2023 Meeting Schedule

10. Adjournment

Action: 10.1 Adjournment


Recommend the Board adjourn the Board Meeting.

The Board Meeting was adjourned at 1:17 p.m.

Motion by George Fiore, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner

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

**Board of Trustees
Board Meeting
October 11, 2022**


Oct 11, 2022

1. Meeting Opening

The October 11, 2022 Board Meeting was called to order by Peter Mango at 1:00 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Kevin McKenna, Esquire - Solicitor, Loree Marchese - Business Administrator, Brian Cote - Director of Curriculum, Instruction & Assessment, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Erika Laidlaw - Middle School Principal, Casey Regina - Assistant Principal, Lucinda Currie - Director of Human Resources, Megan Stellfox - Student Support Manager, George Wade - Lead Tech Support, John Provasnik - ISD Coordinator, Karis Lane - Substitute Board Secretary, Brittany Trotter - Social Studies Teacher

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrators' Reports

2. Organization of Board of Trustees

Procedural: 2.1 Oath of Office - Dr. Dusty Blakey

3. Approval of Minutes

Action: 3.1 Approval of September 13, 2022 Minutes

Recommend the Board approve the Minutes of the September 13, 2022 Board Meeting as presented.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

4. Consent Agenda

Action (Consent): 4.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.2 Treasurer's Reports and Board Summary Reports

Resolution: Recommend the Board approve the July 2022 and August 2022 Treasurer's Reports and Board Summary Reports as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.3 Expenditure Reports

Resolution: Recommend the Board approve the July 2022 and August 2022 Expenditure Reports as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.4 Designated Employee for School Gas Credit Card

Resolution: Recommend the Board approve Mark Dickinson as an additional designated employee to use the school gas credit card as needed for testing or other job duties.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.5 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 4.6 Home Visit - Stipend Proposal

Recommend the Board approve the use of Committed Fund Balance School Wide Initiatives for a Home Visit Stipend for staff members as detailed below.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.7 Subscription - Career Safe

Resolution: Recommend the Board approve the subscription with Career Safe for the 2022-2023 SY for a cost of \$32 per seat or approximately \$7,456 for 233 students, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.8 Memorandum of Understanding - Compass Mark

Resolution: Recommend the Board approve the Memorandum of Understanding between 21st Century Cyber Charter School and Compass Mark, at no cost, for the 2022-2023 school year, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.9 Agreements - Sheraton Philadelphia University City Hotel

Resolution: Recommend the Board approve the agreements with Sheraton Philadelphia University City Hotel for Keystone and PSSA testing for the 2022-2023 school year at a cost of \$9,910.00, copies of which are attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.10 Agreement - Allegheny College

Resolution: Recommend the Board approve the agreement with Allegheny College for Keystone and PSSA testing for the 2022-2023 school year at a cost of \$1,600.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.11 School Trip - Carnegie Museum of Art

Resolution: Requesting approval for a student trip to Carnegie Museum of Art for a tour during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone. The cost is \$450 and a copy of the agreement is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.12 School Trip - Mural Arts Philadelphia

Resolution: Requesting approval for a student trip to Mural Arts Philadelphia for a tour during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.13 School Trip - O'Reilly Theater

Resolution: Requesting approval for a student trip to O'Reilly Theater for a production of A Midsummer Night's Dream in Harlem during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.14 School Trip - People's Light and Theater

Resolution: Requesting approval for a student trip to People's Light and Theater for a production of Alice in Wonderland: A Musical Panto during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.15 School Trip - Turkey Hill Experience

Resolution: Requesting approval for a student trip to the Turkey Hill Experience during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.16 End of Year Party - Bowling Palace

Resolution: Requesting approval for a student trip to Bowling Palace for the End of Year Party during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.17 End of Year Party - Hillview Bowling Lanes

Resolution: Requesting approval for a student trip to Hillview Bowling Lanes for the End of Year Party during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.18 Contract - Westmoreland County Community College - Prom

Resolution: Recommend the Board approve the contract with Westmoreland County Community College for our prom near Murrysville for a total cost of \$300.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.19 Contract - Westmoreland County Community College - Graduation

Resolution: Recommend the Board approve the contract with Westmoreland County Community College for the graduation ceremony near Murrysville for a total cost of \$300.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

5. New Business

Action: 5.1 Chesco.Net

Recommend the Board approve the Addendum to the original contract between 21CCCS and Chesco.net. The cost is an annual fee of \$32,000 through June 30, 2030 for the redundant fiber optic transport feed. A copy of the addendum is attached.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Abstain: George Fiore

Action: 5.2 Recruiting Agreement - School Operation Services Group

Recommend the Board approve the Recruiting Agreement with School Operations Services Group, at the cost of 9% of a hired candidate's base annual salary. A copy of the agreement is attached.

Motion by Alan Fegley, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.3 Dual Enrollment Agreement - Lehigh Carbon Community College

Recommend the Board approve the Dual Enrollment Agreement for eligible 21CCCS high school students with Lehigh Carbon Community College, a copy of which is attached.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.4 Memorandum of Understanding - Harrisburg Community College

Recommend the Board approve the Memorandum of Understanding for eligible 21CCCS high school students with Harrisburg Community College, a copy of which is attached.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.5 Dual Enrollment Agreement - Messiah University

Recommend the Board approve the Dual Enrollment Agreement for eligible 21CCCS high school students with Messiah University, a copy of which is attached.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

6. First Reading

First Reading: 6.1 Policies and Administrative Regulations

7. Board Member and Public Comment

Procedural: 7.1 Board Member Comment

Procedural: 7.2 Public Comment

8. Meeting Schedule

Information: 8.1 2022-2023 Meeting Schedule

9. Adjournment

Action: 9.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by Michele Orner.


Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

The Board Meeting was adjourned at 1:13 p.m.

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

**Board of Trustees
Board Meeting
November 8, 2022**


Nov 8, 2022

1. Meeting Opening

The October 11, 2022 Board Meeting was called to order by Peter Mango at 1:01 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn, Esquire - Solicitor, Brian Cote - Director of Curriculum, Instruction & Assessment, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Erika Laidlaw - Middle School Principal, Casey Regina - Assistant Principal, Megan Stellfox - Student Support Manager, George Wade - Lead Tech Support, John Provasnik - ISD Coordinator, Karis Lane - Substitute Board Secretary, Brittany Trotter - Social Studies Teacher, Veronica Danahy - Payroll Fiscal Assistant, Steph Beamer - Parent

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrators' Reports

Dr. Flannery reported that 21st Century Cyber Charter School received the recognition of being an Apple Distinguished School and thanked our Vanguard Team (Brian Cote, Lauren Michener, Joseph Michener, Deborah Parvin, Rachel Livesey and Heather Iovine) and the entire staff of the school for their continued dedication and hard work that contributed to this honor.

Dr. Flannery also reported that he and Lauren Michener would be on Good Day PA next week to discuss 21st Century Cyber Charter School being an Apple Distinguished School as well as participating in some radio spots that would be aired in the Scranton and Wilkes Barre areas of Pennsylvania.

2. Approval of Minutes*Action: 2.1 Approval of October 11, 2022 Minutes*

Recommend the Board approve the Minutes of the October 11, 2022 Board Meeting as presented.

Motion by George Fiore, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

3. Consent Agenda*Action (Consent): 3.1 Review of Consent Agenda Items*

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.2 Treasurer's Report and Board Summary Report

Resolution: Recommend the Board approve the September 2022 Treasurer's Report and Board Summary Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.3 Expenditure Report

Resolution: Recommend the Board approve the September 2022 Expenditure Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.4 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.5 Additional Designated Employee for School Procurement / Credit Cards

Resolution: Recommend the Board approve Dr. Nora Wheeler as an additional designated employee to use a school procurement/credit card for the 2022-2023 SY.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.6 Additional Designated Employees for School Gas Credit Card

Resolution: Recommend the Board approve Estella Greco, Anthony Harkins and Lillian Lopez as additional designated employees to use the school gas credit card as needed for testing or other job duties.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.7 Agreement - Lancaster Lebanon IU 13

Resolution: Recommend the Board approve the Agreement with Lancaster Lebanon IU13 for SSIP/PaTTAN services, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.8 Contract - Coatesville Country Club

Resolution: Recommend the Board approve the contract with Coatesville Country Club for our prom near West Chester for a total cost of \$6,070.00, dependent upon the number of attendees, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.9 Agreement - DJ Randy Barker

Resolution: Recommend the Board approve the agreement between 21CCCS and DJ Randy Barker for the 2022-2023 Murrysville prom for a total cost of \$350.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.10 Agreement - Portraits by Sean

Resolution: Recommend the Board approve the Agreement with Portraits by Sean for graduation portraits at both locations for a total cost of \$3,200.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.11 Resolution - Truancy Officers

Resolution: Recommend the Board approve the Resolution and letter designating Truancy Officers, copies of which are attached. There are 2 additional truancy officers for 21st Century Cyber Charter School.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.12 Policies and Administrative Regulations

Resolution: Recommend the Board approve the below new and/or revised Policies, copies of which are attached. These were First Reading on the October Board Agenda.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

4. New Business

Action: 4.1 2022-2023 IDEA-B Original Allocation Use of Funds and Intergovernmental Agreement

Recommend the Board approve the 2022-23 IDEA-B Original Allocation Use of Funds and Intergovernmental Agreement in the amount of \$241,347, a copy of which is attached.

Motion by Michele Orner, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox
Abstain: George Fiore

Action: 4.2 Memorandum of Understanding - Western Area Career and Technology Center

Recommend the Board approve the Memorandum of Understanding with Western Area Career and Technology Center at a cost of \$8,500 for the 2022-2023 SY, a copy of which is attached.

Motion by George Fiore, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.3 Early College Program - Luzerne County Community College

Recommend the Board approve the Early College Program for eligible 21CCCS high school students with Luzerne County Community College, a copy of which is attached.

Motion by Michele Orner, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.4 Dual Enrollment Agreement - Commonwealth University of Pennsylvania (Bloomsburg)

Recommend the Board approve the Dual Enrollment Agreement for eligible 21CCCS high school students with Commonwealth University of Pennsylvania (Bloomsburg), a copy of which is attached.

Motion by Peter Mango, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.5 Contract - George's Transportation

Recommend the Board approve the contract with George's Transportation for transportation of a student on a 2 week trial basis from November 1, 2022 through November 11, 2022 at a total cost of \$2,385, a copy of which is attached.

Motion by Peter Mango, second by George Fiore.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.6 Agreement - Devereaux Advanced Behavioral Health

Recommend the Board approve the agreement with Devereaux Advanced Behavioral Health for related services at costs compliant with industry standards for the 2022-2023 SY, a copy of which is attached.

Motion by Peter Mango, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.7 2022-2023 Fund Balance Designation

Recommend the Board approve the 2022-2023 Fund Balance Designation as of June 30, 2022.

Motion by Peter Mango, second by George Fiore.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.8 CEO Salary - 2022-2023 SY

Recommend the Board approve the proposed increase in salary for the CEO for the 2022-2023 school year. This will be a roll call vote.

Motion by Andrea Fox, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Information: 4.9 2021-2022 Annual Financial Report

Action: 4.10 School Vehicles - Costars Purchase

Recommend the Board approve the Costars purchase of two Toyota Camrys, from New Holland Auto Group, for a total of \$55,334 from the Committed Fund Balance.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.11 Addendum to Board Approved Contract - School Operations Service Group (PT Confidential Secretary Position)

Recommend the Board approve an addendum to the Board approved contract from 5/10/22 to add the PT Confidential Secretary position staffed by School Operations Service Group.

Motion by Peter Mango, second by Andrea Fox.

5. First Reading

First Reading: 5.1 Policies and Administrative Regulations

6. Board Member and Public Comment

Procedural: 6.1 Board Member Comment

Dr. Michelle Orner and Dr. George Fiore congratulated the entire team for the phenomenal award of being an Apple Distinguished School and they look forward to the television appearance on Good Day PA and the upcoming radio spots.

Procedural: 6.2 Public Comment

7. Meeting Schedule

Information: 7.1 2022-2023 Meeting Schedule

8. Adjournment

Action: 8.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Michele Orner, Mollie Burnett, Andrea Fox

The Board Meeting was adjourned by Peter Mango at 1:18 p.m.

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

**Board of Trustees
Board Meeting
December 13, 2022**



Dec 13, 2022

1. Meeting Opening

The Board Meeting was called to order by Mr. Pete Mango at 1:03 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members present

Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn, Esquire - Solicitor, Loree Marchese - Business Administrator, Brian Cote - Director of Curriculum, Instruction & Assessment, Dr. Nancy Giagnacova - Director of Special Education, Mike Matz - IT Director, Dr. Monica Frank - High School Principal (Grades 11-12), , Erika Laidlaw - Middle School Principal, Megan Stellfox - Student Support Manager, George Wade - Lead Tech Support, John Provasnik - ISD Coordinator, Karis Lane - Substitute Board Secretary, Chris Turtell - Auditor (Herbein + Co.), Megan Thompson - Auditor (Herbein + Co.)

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrators' Reports

The audit presentation was provided by Megan Thompson of Herbein + Co. Dr. Matthew Flannery and Mr. Peter Mango thanked our Business Administrator, Loree Marchese, and her team for their efforts all year and during the audit process.

2. Approval of Minutes

Action: 2.1 Approval of November 8, 2022 Minutes

Recommend the Board approve the Minutes of the November 8, 2022 Board Meeting as presented.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

3. Consent Agenda

Action (Consent): 3.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.2 Treasurer's Report and Board Summary Report

Resolution: Recommend the Board approve the October 2022 Treasurer's Report and Board Summary Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.3 Expenditure Report and Void Payment Report

Resolution: Recommend the Board approve the October 2022 Expenditure Report and Void Payment Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.4 Additional Designated Employee for School Procurement / Credit Cards

Resolution: Recommend the Board approve Lucinda Currie as an additional designated employee to use a school procurement/credit card for the 2022-2023 SY.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.5 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.6 Quote - Hello Algebra LLC

Resolution: Recommend the Board approve the quote from Hello Algebra LLC for a 15 hour course on creation of self-checking activities that auto grade and show student progress and create pixel art resources for a total cost of \$424.80 for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.7 Agreement - Courtyard by Marriott Reading

Resolution: Recommend the Board approve the agreement with Courtyard by Marriott Reading for Keystone and PSSA testing for the 2022-2023 school year at a cost of \$7,650.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.8 Agreements - Heritage Hills Resort York

Resolution: Recommend the Board approve the agreement with Heritage Hills Resort York for Keystone and PSSA testing for the 2022-2023 school year at a cost of \$10,000.00, copies of which are attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.9 Agreement - Pennsylvania College of Technology Williamsport

Resolution: Recommend the Board approve the agreement with Pennsylvania College of Technology Williamsport for Keystone and PSSA testing for the 2022-2023 school year at a cost of \$2,400.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.10 Agreement - Cedar Crest College - Allentown

Resolution: Recommend the Board approve the agreement with Cedar Crest College - Allentown for Keystone and PSSA testing for the 2022-2023 school year at a cost of \$3,200.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.11 Agreement - Shippensburg University

Resolution: Recommend the Board approve the agreement with Shippensburg University for Keystone and PSSA testing for the 2022-2023 school year at a cost of \$5,200.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 3.12 Contract - George's Transportation

Resolution: Recommend the Board approve the contract with George's Transportation for transportation of a student on an as needed basis for the remainder of the 2022-2023 SY at a total cost of \$265.00 per day, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.13 School Trip - Dave & Buster's - Camp Hill

Resolution: Requesting approval for a student trip to Dave & Buster's - Camp Hill during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.14 School Trip - Dave & Buster's - Homestead

Resolution: Requesting approval for a student trip to Dave & Buster's - Homestead during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.15 School Trip - Dave & Buster's - Whitehall

Resolution: Requesting approval for a student trip to Dave & Buster's - Whitehall during the 2022-2023 school year. Permission slips will be required, and 21CCCS staff will chaperone.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.16 Contract - Teal Tuesday (West Chester Prom DJ)

Resolution: Recommend the Board approve the contract between 21st Century Cyber Charter School and Teal Tuesday in the amount of \$500.00, for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.17 Summer School Fee

Resolution: Recommend the Board approve the summer school fee for the 2022-2023 SY.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 3.18 Policies and Administrative Regulations

Resolution: Recommend the Board approve the below new and/or revised Policies, copies of which are attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

4. New Business

Action: 4.1 2021-2022 Financial Audit

Recommend the Board accept the 2021-2022 Financial Audit. This will be a roll call vote.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 4.2 Memorandum of Understanding - Albright College

Recommend the Board approve the Memorandum of Understanding for eligible 21CCCS high school students with Albright College, a copy of which is attached.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 4.3 Memorandum of Understanding - Bucks County Community College

Recommend the Board approve the Memorandum of Understanding for eligible 21CCCS high school students with Bucks County Community College, a copy of which is attached.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 4.4 Use of Committed Fund Balance - Stoltzfus Structures

Recommend the Board approve use of the Committed Fund Balance that has been designated for the purchase of a storage shed from Stoltzfus Structures for a total of \$7,092. A copy of the invoice, terms & conditions and specs are attached.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 4.5 Use of Committed Fund Balance - Infinite Campus

Recommend the Board approve the use of the Committed Fund Balance which was designated as School Wide Initiatives as recommended by an IT Audit to evaluate the purchase of a new Student Information System. The proposal of the purchase is in the amount of \$52,990.00.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 4.6 Contract - Infinite Campus

Recommend the Board approve the contract with Infinite Campus for the 2022-2023 and 2023-2024 SY for the total amount of \$87,553.40, a copy of which is attached, pending legal review. A breakdown of the fee is below.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

5. Board Member and Public Comment

Procedural: 5.1 Board Member Comment

Dr. George Fiore wished everyone a wonderful holiday season.

Procedural: 5.2 Public Comment

6. Meeting Schedule

Information: 6.1 2022-2023 Meeting Schedule

7. Adjournment

Action: 7.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

The Board Meeting was adjourned at 1:23 p.m.

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

**Board of Trustees
Board Meeting
January 10, 2023**



Jan 11, 2023

1. Meeting Opening

The Board Meeting was called to order by Mr. Pete Mango at 1:00 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn, Esquire - Solicitor, Loree Marchese - Business Administrator, Brian Cote - Director of Curriculum, Instruction & Assessment, Dr. Nancy Giagnacova - Director of Special Education, Mike Matz - IT Director, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Dr. Kelly Sherbondy - Assistant Principal, Megan Stellfox - Student Support Manager, George Wade - Lead Tech Support, Jill Naylor - ISD Tech Developer, Heather Iovine - ISD Tech Developer, Maria Alexis - Science Teacher, Mike Meyer - Music Teacher, Sarah Jefferis - Art Teacher, Veronica Danahy - Payroll Fiscal Assistant, Katie Murtagh - Administrative Assistant to Director of Curriculum, Instruction & Assessment, Emily Gibson - English Teacher, Paige Copper - English Teacher (Temp), Brittany Trotter - Social Studies Teacher

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrators' Reports

Procedural: 1.6 Public Comment

Action: 1.7 Amend the Agenda

Recommend the Board approve amending the agenda. Based on Dr. Flannery and Loree Marchese's discussion during CEO and Administrator reports regarding the 2 school vehicles, I move that we amend the agenda to add two additional Agenda Items under New Business.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

2. Organization of Board of Trustees

Action: 2.1 Annual Organization of the Board - Appoint Temporary Chairperson

Recommend the Board appoint Dr. Alan Fegley as a temporary Chairperson for the election of a 2023 Board Chairperson and 2023 Board Vice Chairperson.

Motion by Peter Mango, second by Dusty Blakey.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Abstain: Alan Fegley

Action: 2.2 Annual Organization of the Board - Nominate 2023 Chairperson

Recommend the Board nominate a 2023 Chairperson. The Board nominates Peter Mango as the 2023 Chairperson.

Motion by Alan Fegley, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Abstain: Peter Mango

Action: 2.3 Annual Organization of the Board - Elect 2023 Chairperson
Recommend the Board elect Peter Mango as the 2023 Chairperson.

Motion by Alan Fegley, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox
Abstain: Peter Mango

Action: 2.4 Annual Organization of the Board - Nominate a 2023 Vice Chairperson
Recommend the Board nominate a 2023 Vice Chairperson. The Board nominates Andrea Fox as the 2023 Vice Chairperson.

Motion by Michele Orner, second by Alan Fegley.
Final Resolution: Motion Carries
Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett
Abstain: Andrea Fox

Action: 2.5 Annual Organization of the Board - Elect a 2023 Vice Chairperson
Recommend the Board elect Andrea Fox as the 2023 Vice Chairperson.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett
Abstain: Andrea Fox

Action: 2.6 Annual Organization of the Board - Appoint a 2023 Board Treasurer
Recommend the Board appoint Loree Marchese as the 2023 Board Treasurer.

Motion by Peter Mango, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 2.7 Annual Organization of the Board - Appoint a 2023 Board Secretary
Recommend the Board appoint Lisa Iozzi as the 2023 Board Secretary.

Motion by Peter Mango, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Procedural: 2.8 Oath of Office - Officers

3. Approval of Minutes

Action: 3.1 Approval of December 13, 2022 Minutes
Recommend the Board approve the Minutes of the December 13, 2022 Board Meeting as presented.

Motion by Peter Mango, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

4. Consent Agenda

Action (Consent): 4.1 Review of Consent Agenda Items
Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.2 Treasurer's Report and Board Summary Report

Resolution: Recommend the Board approve the November 2022 Treasurer's Report and Board Summary Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.3 Expenditure Report and Void Payment Report

Resolution: Recommend the Board approve the November 2022 Expenditure Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.4 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.5 Resolution - Truancy Officers

Resolution: Recommend the Board approve the Resolution and letter designating Truancy Officers, copies of which are attached. There are eight (8) truancy officers designated for the school.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 4.6 Contract - West Chester University

Resolution: Recommend the Board approve the contract with West Chester University for use of their facility for graduation on June 7, 2023 for a total cost of \$3,216.42, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

5. New Business

Action: 5.1 Ratified Agreement - Jigsaw Solutions LLC

Recommend the Board approve the ratified agreement with Jigsaw Solutions LLC for the remainder of the 2022-2023 SY. There is no additional cost to the school for the ratification agreement, a copy of which is attached.

Motion by Peter Mango, second by Alan Fegley.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.2 Restructuring of Positions - Technology & Warehouse Departments

Recommend the Board approve the proposed restructuring of the current approved positions in the Technology and Warehouse Departments to support operations.

Motion by Michele Orner, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.3 PSEA Grant Application - 3D Printer

Recommend the Board approve the application for the PSEA Innovative Teaching Grant so that 21CCCS may purchase a 3D printer. This 3D printer would be used to print student 3D CAD work. The PSEA Innovative Teaching Grant awards up to the amount of \$1,500. The 3D printer price can range between \$400 and \$1000 for the printer and filament. Board approval would be pending review of the PSEA Grant Application by the Business Administrator.

Motion by Michele Orner, second by Dusty Blakey.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.4 Subscription - 1Password

Recommend the Board approve the subscription with 1Password for a total cost of \$4,998.00 for the 2022-2023 SY, a copy of which is attached. 1Password will provide password management software for staff to securely store passwords.

Motion by Mollie Burnett, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.5 Rescind Prior Approval of School Vehicle Purchase

Recommend the Board approve rescinding the prior approval of the Costars purchase of two Toyota Camrys, from New Holland Auto Group, for a total of \$55,334 from the Committed Fund Balance. This was previously approved by the Board at the November Board Meeting.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.6 School Vehicles - Costars Purchase

Recommend the Board approve the approve the Costars purchase of two Toyota Camry, with additional options, from New Holland Auto Group, for an estimated total of \$56,692 from the Committed Fund Balance. One Toyota Camry is available for delivery and the second will be ordered and available within 6-8 weeks. A copy of the proposal will be attached to the agenda.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

6. Board Member Comment

Procedural: 6.1 Board Member Comment

Dr. Michelle Orner thanked Peter Mango and Andrea Fox for accepting their nominations to the Board as Chairperson and Vice Chairperson, respectively. Dr. Orner also thanked Loree Marchese and Lisa Iozzi for accepting their appointments as Board Treasurer and Board Secretary, respectively.

7. Meeting Schedule

Information: 7.1 2022-2023 Meeting Schedule

8. Adjournment

Action: 8.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

The Board Meeting adjourned at 1:25 p.m.

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

**Board of Trustees
Board Meeting
February 14, 2023**



Feb 14, 2023

1. Meeting Opening

The Board Meeting was called to order by Mr. Pete Mango at 1:05 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn, Esquire - Solicitor, Loree Marchese - Business Administrator, Brian Cote - Director of Curriculum, Instruction & Assessment, Mike Matz - IT Director, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Dr. Kelly Sherbondy - Assistant Principal, Megan Stellfox - Student Support Manager, George Wade - Lead Tech Support, Jill Naylor - ISD Tech Developer, Heather Iovine - ISD Tech Developer, Matthew Smith - PE/Health Teacher

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Action: 1.4 Motion to Amend Agenda to Remove the Executive Session Announcement

Recommend the Board remove the Executive Session Announcement as no Executive Session was held today.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Report: 1.5 CEO and Administrators' Reports

Dr. Flannery indicated a Curriculum Audit was completed and the complete report is available for review on our website.

Dr. Matthew Flannery congratulated Peter Mango, our Board Chairperson. Mr. Mango spent over 30 years in law enforcement when he decided to purchase into the franchise of Signal 88 Security in Octorara. Pete recently traveled to Scottsdale, AZ where he was awarded the Lifetime Achievement Award by Signal 88 for his work as a business owner in the company and his dedication to the community. Dr. Flannery asked that everyone join in congratulating Pete Mango for this well-deserved honor.

Procedural: 1.6 Public Comment

2. Approval of Minutes

Action: 2.1 Approval of January 10, 2023 Minutes

Recommend the Board approve the Minutes of the January 10, 2023 Board Meeting as presented.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

3. Consent Agenda

Action (Consent): 3.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.2 Treasurer's Report and Board Summary Report

~~Action (Consent): 3.2 Treasurer's Report and Board Summary Report~~

Resolution: Recommend the Board approve the December 2022 Treasurer's Report and Board Summary Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.3 Expenditure Report

Resolution: Recommend the Board approve the December 2022 Expenditure Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.4 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.5 Renewal Agreement - EducationPlus (Formerly PAREap)

Resolution: Recommend the Board approve the agreement with EducationPlus (formerly PAREap) for the 2022-2023 SY at an anticipated cost of \$550, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.6 Revised Agreement - Courtyard by Marriott

Resolution: Recommend the Board approve the revised agreement with Courtyard by Marriott for PSSA and Keystone Testing for a total cost of \$8,228 for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.7 Renewal Agreement - General Healthcare Resources

Resolution: Recommend the Board approve the agreement with General Healthcare Resources at costs indicated below for a nurse at PSSA and Keystone testing sites for the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.8 2023-2024 Student Parent Handbook

Resolution: Recommend the Board approve the 2023-2024 Student Parent Handbook, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

4. New Business

Action: 4.1 Use of Committed Fund Balance - Baker Telecommunications

Recommend the Board approve the use of the Committed Fund Balance which was designated as Technology Infrastructure for the purchase of network drops to upgrade wireless access points and our phone system. The proposal of the purchase is in the amount of \$3,215. A copy of the proposal is attached.

Motion by Peter Mango, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.2 Use of Committed Fund Balance - CDWG - Upgraded Server Hardware and Enterprise Backup Software

Recommend the Board approve the use of the Committed Fund Balance which was designated as Technology Infrastructure for the purchase of upgraded server hardware and enterprise backup software. The proposal of the purchase is in the amount of \$20,496.16. This is Costars Software Contract (006-E22-246) and Costars 4 IT Hardware Contract (003-E22-586).

Motion by Peter Mango, second by Andrea Fox.

Action: 4.3 Proposal - CDWG - Upgraded Server Hardware and Enterprise Backup Software

Recommend the Board approve the proposal from CDWG for the purchase of upgraded server hardware and enterprise backup software for the total amount of \$20,496.16, a copy of which is attached. This is Costars Software Contract (006-E22-246) and Costars 4 IT Hardware Contract (003-E22-586). (Funding Source - Committed Fund Balance: Technology Infrastructure)

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.4 Use of Committed Fund Balance - CDWG - LCD Panels

Recommend the Board approve the use of the Committed Fund Balance which was designated as Technology Infrastructure for the purchase of LCD panels to upgrade the A/V in the West Chester training room and the Murrysville training room. The proposal of the purchase is in the amount of \$21,000. This is Costars Software Contract (006-E22-246) and Costars 4 IT Hardware Contract (003-E22-586).

Motion by Peter Mango, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.5 Proposal - CDWG - LCD Panels

Recommend the Board approve the proposal from CDWG for the purchase of LCD panels to upgrade the A/V in the West Chester training room and the Murrysville training room for the total amount of \$21,000, a copy of which is attached. This is Costars Software Contract (006-E22-246) and Costars 4 IT Hardware Contract (003-E22-586). (Funding Source - Committed Fund Balance: Technology Infrastructure)

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.6 Weidenhammer - Master Services Agreement

Recommend the Board approve the Master Services Agreement to perform installation services at the West Chester office. There is no fee associated with the Master Services Agreement. The fees will be associated with the work performed.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.7 Use of Committed Fund Balance - Weidenhammer Systems - Wireless Access Points

Recommend the Board approve the use of the Committed Fund Balance which was designated as Technology Infrastructure for the purchase of wireless access points to upgrade the wireless at the West Chester office. The proposal of the purchase is in the amount of \$34,400. This is Costars 003-E22-586.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.8 Proposal - Weidenhammer Systems - Wireless Access Points

Recommend the Board approve the proposal from Weidenhammer Systems for the the installation of wireless access points to upgrade the wireless at the West Chester office for the total amount of \$34,400, a copy of which is attached. This is Costars 003-E22-586. (Funding Source - Committed Fund Balance: Technology Infrastructure)

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.9 Use of Committed Fund Balance - Weidenhammer Systems - Phone & AV Hardware & Software

Recommend the Board approve the use of the Committed Fund Balance which was designated as Technology Infrastructure for the purchase of Phone & AV Hardware & Software at the West Chester and Murrysville offices. The proposal of the purchase is in the amount of \$291,623. This is Costars 003-E22-628.

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.10 Proposal - Weidenhammer Systems - Phone & AV Hardware & Software

Recommend the Board approve the purchase of Phone & AV Hardware & Software at the West Chester and Murrysville offices. The proposal of the purchase is in the amount of \$291,623, a copy of which is attached. This is Costars 003-E22-628. (Funding Source - Committed Fund Balance: Technology Infrastructure)

Motion by Peter Mango, second by Andrea Fox.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.11 Use of Committed Fund Balance - Weidenhammer Systems - Phone & AV Hardware & Software Installation

Recommend the Board approve the use of the Committed Fund Balance which was designated as Technology Infrastructure for the purchase of professional engineering services for Phone & AV Hardware & Software installation at the West Chester and Murrysville offices. The proposal of the purchase is in the estimated amount of \$38,784. Additional costs may be required at the time of installation for unidentified installation costs (either by the facilities department or third party) and proper disposal of obsolete equipment.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.12 Proposal - Weidenhammer Systems - Phone & AV Hardware & Software Installation

Recommend the Board approve the purchase of professional engineering services for Phone & AV Hardware & Software installation at the West Chester and Murrysville offices. The estimated proposal of the purchase is in the amount of \$38,784, a copy of which is

attached. Additional costs may be required at the time of installation for unidentified installation costs (either by the facilities department or third party) and proper disposal of obsolete equipment. (Funding Source - Committed Fund Balance: Technology Infrastructure)

Motion by Peter Mango, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

5. First Reading

First Reading: 5.1 2023-2024 MS and HS Course Catalogs

6. Policies and Administrative Regulations

First Reading: 6.1 Policies

Information: 6.2 Administrative Regulations

7. Board Member Comment

Procedural: 7.1 Board Member Comment

Dr. Michelle Orner congratulated Peter Mango for his Lifetime Achievement Award and thanked him for his service to the community. Dr. Orner also thanked Dr. Flannery for sharing all of the wonderful accomplishments of the students at the beginning of the meeting as she indicated it is always nice to hear about the students and what they have achieved.

8. Meeting Schedule

Information: 8.1 2022-2023 Meeting Schedule

9. Adjournment

Action: 9.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by Andrea Fox.
Final Resolution: Motion Carries
Yea: Peter Mango, Michele Orner, Mollie Burnett, Andrea Fox

The Board Meeting was adjourned at 1:30 p.m.

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

**Board of Trustees
Board Meeting
March 14, 2023**



Mar 14, 2023

1. Meeting Opening

The Board Meeting was called to order by Mr. Pete Mango at 1:05 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn, Esquire - Solicitor, Loree Marchese - Business Administrator, Brian Cote Director of Curriculum, Instruction & Assessment, Dr. Nancy Giagnacova Director of Special Education, Mike Matz IT Director, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Erika Laidlaw - Middle School Principal, Dr. Kelly Sherbondy Assistant Principal, Lucinda Currie HR Director, Megan Stellfox Student Support Manager, George Wade - Lead Tech Support, John Provasnik - ISD Coordinator, Ben Ozgur - Marketing Specialist, Galen Kreiser - Science Teacher, Emily Shank Math Content Developer, Kristi Farrell Math Teacher, and Trisha Miller Math Teacher

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Report: 1.4 CEO and Administrators' Reports

Kristi Farrell, Trisha Miller and Emily Shank gave a Power Point Presentation on Middle School Math Instructional Delivery.

Procedural: 1.5 Public Comment

2. Approval of Minutes

Action: 2.1 Approval of February 14, 2023 Minutes

Recommend the Board approve the Minutes of the February 14, 2023 Board Meeting as presented.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

3. Consent Agenda

Action (Consent): 3.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.2 Treasurer's Report and Board Summary Report

Resolution: Recommend the Board approve the January 2023 Treasurer's Report and Board Summary Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.3 Expenditure Report and Void Payment Report

Resolution: Recommend the Board approve the January 2023 Expenditure Report and Void Payment Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.4 Designated Employee for School Procurement / Credit Cards

Resolution: Recommend the Board approve Dr. Kelly Sherbondy as an additional designated employee to use a school procurement/credit card for the 2022 2023 SY.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.5 Designated Employee for School Gas Credit Card

Resolution: Recommend the Board approve Dr. Kelly Sherbondy as an additional designated employee to use the school gas credit card as needed for testing or other job duties.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.6 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.7 Quote - Panopto, Inc.

Resolution: Recommend the Board approve the quote from Panopto, Inc. for an upload and upgrade of our video hosting platform for the 2023-2024 SY for a total cost of \$16,200, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.8 Renewal Agreement - Therapy Source

Resolution: Recommend the Board approve the renewal agreement with Therapy Source at costs indicated below for the remainder of the 2022-2023 SY, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.9 End of Year School Trip Kalahari Resorts

Resolution: Recommend the Board approve the annual end of year all school field trip to Kalahari Resorts for a cost of \$25 per student. A copy of the trip details and cost is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.10 School Trip - Lake Tobias Wildlife Park

Resolution: Requesting approval for a student trip to Lake Tobias Wildlife Park during the 2022 2023 school year. Permission slips will be required, and 21CCCS staff will chaperone. The cost per attendee would be \$15, with 21CCCS paying \$5.00 and the student paying \$10.00. The maximum number of students to attend would be 45, making the approximate cost \$675.00. A copy is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.11 Proposal - The Standard Group

Resolution: Recommend the Board approve the proposal from The Standard Group for the 2023 Commencement Program for a total cost of \$1,445.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.12 Proposal ASL Services

Resolution: Recommend the Board approve the proposal from ASL Services for an American Sign Language interpreter at the 2023 graduation ceremonies for a total cost of \$424.80, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action (Consent): 3.13 2023-2024 MS and HS Course Catalogs

Resolution: Recommend the Board approve the 2023 2024 Middle School and High School Course Catalogs, copies of which are attached. These were First Reading at the February Board Meeting.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

4. New Business

Action: 4.1 Ratified Agreement Cisco Enterprise

Recommend the Board ratify the agreement of program terms and conditions for end users with with Cisco Enterprise effective January 8, 2023. The terms and conditions were authorized on March 2, 2023. A copy of the terms and conditions is attached.

Motion by Peter Mango, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action: 4.2 2022 23 and 2023 24 PCCD School Mental Health & Safety and Security Grants

Recommend the Board approve the 2022-23 and 2023-24 PCCD School Mental Health & Safety and Security Grant in the amount of \$140,000, a copy of which is attached.

Motion by Peter Mango, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action: 4.3 Use of Committed Fund Balance - Intellicom Systems, Inc.

Recommend the Board approve the use of the Committed Fund Balance which was designated as Future Capital Projects for the purchase and installation of an emergency paging system. The quotation for the project is in the amount of \$19,250. This is Costars Contract #040 E22 177. A copy of the quotation is attached.

Motion by Peter Mango, second by Alan Fegley.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action: 4.4 Use of Committed Fund Balance - R. Titter Roofing, LLC

Recommend the Board approve the use of the Committed Fund Balance which was designated as Future Capital Projects Roof Repairs at the West Chester office. A copy of the proposal is attached in the amount of \$162,329. This is Costars #008-E22-904.

Motion by Peter Mango, second by George Fiore.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Action: 4.5 Proposal R. Titter Roofing, LLC

Recommend the Board approve the replacement of the central rubber roof at the West Chester office which is beyond its useful life of 25 years. A copy of the proposal in the amount of \$162,329 is attached. This is a contract under Costars #008 E22 904. (Funding Source Committed Fund Balance: Future Capital Projects - Roof Repairs)

Motion by Peter Mango, second by Alan Fegley.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

5. Policies and Administrative Regulations

Action: 5.1 Policies

Recommend the Board approve the below revised Policies, copies of which are attached. These were First Reading at the February Board Meeting.

Motion by Peter Mango, second by George Fiore.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

Information: 5.2 Administrative Regulations

6. Board Member Comment

Procedural: 6.1 Board Member Comment

7. Meeting Schedule

Information: 7.1 2022-2023 Meeting Schedule

8. Adjournment

Action: 8.1 Adjournment
Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by Alan Fegley.
Final Resolution: Motion Carries
Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett

The board meeting was adjourned at 1:22 p.m.

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

**Board of Trustees
Board Meeting
April 11, 2023**



Apr 11, 2023

1. Meeting Opening

The Board Meeting was called to order by Mr. Pete Mango at 1:03 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn, Esquire - Solicitor, Loree Marchese - Business Administrator, Brian Cote Director of Curriculum, Instruction & Assessment, Dr. Nancy Giagnacova Director of Special Education, Mike Matz IT Director, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Erika Laidlaw - Middle School Principal, Dr. Kelly Sherbondy Assistant Principal, Lucinda Currie HR Director, Megan Stellfox Student Support Manager, George Wade - Lead Tech Support, John Provasnik - ISD Coordinator, Galen Kreiser - Science Teacher, Brittany Trotter - Social Studies Teacher

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrator Reports

Procedural: 1.6 Public Comment

2. Approval of Minutes

Action: 2.1 Approval of March 14, 2023 Minutes

Recommend the Board approve the Minutes of the March 14, 2023 Board Meeting as presented.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

3. Consent Agenda

Action (Consent): 3.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.2 Treasurer's Report and Board Summary Report

Resolution: Recommend the Board approve the February 2023 Treasurer's Report and Board Summary Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.3 Expenditure Report and Void Payment Report

Resolution: Recommend the Board approve the February 2023 Expenditure Report and Void Payment Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.4 Designated Employees for School Gas Credit Card

Resolution: Recommend the Board approve the designated employees indicated below to use the school gas credit card as needed for testing or other job duties.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.5 Renewal - Central Susquehanna Intermediate Unit

Resolution: Recommend the Board approve the renewal with Central Susquehanna Intermediate Unit for the 2023 2024 SY for a total cost of \$28,090.03, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.6 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.7 Agreement - Substitute Teacher Service

Resolution: Recommend the Board approve the agreements with Substitute Teacher Service for the remainder of the 2022 2023 SY and for the 2023-2024 SY for a total cost of \$323.84 per diem, per substitute, subject to ongoing negotiations with the union and any agreements related thereto. Copies of the agreements are attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.8 Renewal - Read Speaker

Resolution: Recommend the Board approve the renewal with Read Speaker for the 2023 2024 SY for a total cost of \$3,960.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.9 Renewal - LinkIt!

Resolution: Recommend the Board approve the renewal with LinkIt! for the 2023 2024 SY for a total cost of \$26,708, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.10 Renewal Learning Pool

Resolution: Recommend the Board approve the renewal with Learning Pool for the 2023-2024 SY for a total cost of \$100,410, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.11 Renewal - Formative

Resolution: Recommend the Board approve the renewal with Learning Pool for the 2023 2024 SY for a total cost of \$10,244, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.12 Renewal Agreement Sweet, Stevens, Katz & Williams LLP

Resolution: Recommend the Board approve the renewal with Sweet, Stevens, Katz & Williams LLP for the 2023-2024 SY for a total cost of \$7,500, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.13 Renewal - Carbon Lehigh Intermediate Unit

Resolution: Recommend the Board approve the renewal with Carbon Lehigh Intermediate Unit for the 2023 2024 SY at costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.14 Renewal - Delta-T

Resolution: Recommend the Board approve the renewal with Delta T for the 2023 2024 SY at costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.15 Renewal Therapy Source

Resolution: Recommend the Board approve the renewal with Therapy Source for the 2023-2024 SY at costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.16 Renewal - U.S. Healthcare

Resolution: Recommend the Board approve the renewal with U.S. Healthcare for the 2023 2024 SY at costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.17 Renewal CCRES Educational & Behavioral Health Services

Resolution: Recommend the Board approve the renewal with CCRES Educational & Behavioral Health Services for the 2023-2024 SY at costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.18 Memorandum of Understanding - Murrysville Police Department

Resolution: Recommend the Board approve the Memorandum of Understanding between 21CCCS and the Murrysville Police Department for the 2023-2024 and 2024-2025 school years, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.19 Memorandum of Understanding West Goshen Police Department

Resolution: Recommend the Board approve the Memorandum of Understanding between 21CCCS and the West Goshen Police Department for the 2023 2024 and 2024 2025 school years, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.20 Renewal Brandywine Maintenance

Resolution: Recommend the Board approve the renewal with Brandywine Maintenance for the 2023-2024 SY for a total cost of \$6,500 per month plus \$3000 for janitorial supplies, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.21 Renewal - Ehrlich

Resolution: Recommend the Board approve the renewal with Ehrlich for the 2023 2024 SY for a total cost of \$3284.64, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.22 Renewal Wiggins Shredding

Resolution: Recommend the Board approve the renewal with Wiggins Shredding for the 2023-2024 SY for a total amount of \$1,560.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.23 Agreement - Good Fellowship Ambulance

Resolution: Recommend the Board approve the agreement with Good Fellowship Ambulance for the 2022 2023 West Chester Graduation for a total amount of \$250.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.24 Revised 2023 2024 HS Course Catalog

Resolution: Recommend the Board approve the revised 2023-2024 HS Course Catalog, with changes detailed below, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action (Consent): 3.25 2023-2024 School Calendar

Resolution: Recommend the Board approve the 2023 2024 School Calendar, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

4. New Business

Action: 4.1 Withdrawal of Student

Recommend the board retroactively approve the withdrawal of a 21CCCS student effective March 31, 2023 (currently 17.4 years old) for health reasons as per the attached letter.

Motion by Peter Mango, second by Alan Fegley.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.2 Dual Enrollment Agreement Commonwealth University (Bloomsburg)

Recommend the Board approve the Dual Enrollment Agreement for eligible 21CCCS high school students with Commonwealth University of Pennsylvania (Bloomsburg), a copy of which is attached.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.3 Renewal - Chester County Intermediate Unit

Recommend the Board approve the renewal with Chester County Intermediate Unit for the 2023 2024 SY at costs compliant with industry standards, a copy of which is attached.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Abstain: George Fiore

Action: 4.4 Resolution - CEO Signature for PDE

Recommend the Board approve Dr. Matthew Flannery as CEO of 21st Century Cyber Charter School to sign any and all contracts, agreements, grants and/or licenses with the Pennsylvania Department of Education. A Resolution of the Board of Trustees is attached.

Motion by Peter Mango, second by Alan Fegley.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.5 Administrative Team Transfers

It is recommended the Board approve the proposed internal transfers on the Administrative team.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

Action: 4.6 Changes in Existing Approved Positions

Recommend the Board approve the proposed reclassification/change of approved positions, as presented.

Motion by Peter Mango, second by George Fiore.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

5. Board Member Comment

Procedural: 5.1 Board Member Comment

Dr. George Fiore thanked Loree Marchese for the presentation and hard work that goes into this task by her and her team, especially at this time of the year.

Mr. Peter Mango provided his opinion that with the cyber security problems that some police departments have encountered, he would encourage 21CCCS to spend funds, if we have the, on necessary cyber security measures, if needed.

6. Meeting Schedule

Information: 6.1 2022-2023 Meeting Schedule

7. Adjournment

Action: 7.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Peter Mango, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Peter Mango, George Fiore, Alan Fegley, Michele Orner, Mollie Burnett, Andrea Fox

The Board Meeting adjourned at 1:37 p.m.

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

**Board of Trustees
Board Meeting
May 9, 2023**



May 9, 2023

1. Meeting Opening

The Board Meeting was called to order by Mrs. Andrea Fox at 1:02 p.m.

Procedural: 1.1 Call to Order - Roll Call

Members Present:

Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Non Members Present:

Dr. Matthew Flannery - CEO, Lisa Iozzi - Board Secretary, Carolyn Flynn, Esquire - Solicitor, Loree Marchese - Business Administrator, Brian Cote Director of Curriculum, Instruction & Assessment, Dr. Nancy Giagnacova Director of Special Education, Mike Matz IT Director, Dr. Monica Frank - High School Principal (Grades 11-12), Dr. Nora Wheeler - High School Principal (Grades 9-10), Erika Laidlaw - Middle School Principal, Dr. Kelly Sherbondy Assistant Principal, Lucinda Currie HR Director, Megan Stellfox Student Support Manager, George Wade - Lead Tech Support, John Provasnik - ISD Coordinator, Ben Ozgur - Marketing Specialist, Brittany Trotter - Social Studies Teacher, Victoria Hicks Special Education Administrative Assistant, Patty Hennessey School Secretary, Megan Watt PT Clerical Support, Gregg Grimm - Exude, 1 Unidentified Individual (*)

Procedural: 1.2 Notification of Recording

Procedural: 1.3 Pledge of Allegiance

Information: 1.4 Executive Session Announcements

Report: 1.5 CEO and Administrators' Reports

Dr. Matthew Flannery thanked Dr. George Fiore, Dr. Alan Fegley and Dr. Dusty Blakey for their years of service and support on the Board of Trustees.

Procedural: 1.6 Public Comment

2. Policies and Administrative Regulations

First Reading: 2.1 Policies 6030 and 6033

Action: 2.2 Bylaws

Recommend the Board approve the revised Bylaws - Policy 0001 to reflect the changes made to our Board of Trustees, pending PDE approval, a copy of which is attached.

Motion by Andrea Fox, second by Dusty Blakey.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

3. Organization of the Board

Action: 3.1 Reappointment - Dr. Michele Orner

Recommend the Board approve the reappointment of Dr. Michele Orner as a Board of Trustee member, per the revised Bylaws, as an Employee of a Pennsylvania Intermediate Unit .

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Dusty Blakey, Mollie Burnett, Andrea Fox

Abstain: Michele Orner

Action: 3.2 Resignation of Chester County Board Members

Recommend the Board approve the resignation of Chester County Board Members indicated below, effective July 1, 2023. A copy of the letter of resignation is attached.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Michele Orner, Mollie Burnett, Andrea Fox

Abstain: Dusty Blakey

4. Approval of Minutes**Action: 4.1 Approval of April 11, 2023 Minutes**

Recommend the Board approve the Minutes of the April 11, 2023 Board Meeting as presented.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

5. New Business**Action: 5.1 Withdrawal of Student**

Recommend the board retroactively approve the withdrawal of a 21CCCS student effective April 5, 2023 (currently 17.3 years old) for health reasons as per the attached letter.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.2 2023 2024 General Final Fund Budget

Recommend the Board approve the 2023-2024 General Final Fund Budget, a copy of which is attached. This will be a roll call vote.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.3 Capital Projects Account

Recommend the Board approve the Resolution of the Board of Trustees to establish a Capital Projects Fund on behalf of the Charter School.

Motion by Andrea Fox, second by Michele Orner.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.4 Use of Committed Fund Balance - Future Capital Projects

Recommend the Board designate \$679,000 as a portion from the Committed Fund Balance Future Capital Projects to the Capital Projects Fund according to the established 5 Year Plan as presented.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.5 New Bank Account at Fulton Bank & PSDLAF Capital Projects Fund

Recommend the Board authorize Loree M. Marchese to open a new bank account at Fulton Bank & PSDLAF on behalf of 21st Century Cyber Charter School for the purposes of establishing a Capital Projects Fund.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.6 Use of Committed Fund Balance Establish Remedial Program (Application for Title 1 Funding)

Recommend the Board approve the use of the Committed Fund Balance - Establish Remedial Program for expenses to be incurred while preparing the application for the Title Funding Federal Programs prior to submission of the grant.

Motion by Andrea Fox, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.7 CCIU 2022-2023 Salary Study - Use of Committed Fund Balance for School Wide Initiatives - Audits

Recommend the Board approve the use of the Committed Fund Balance School Wide Initiatives Audits for the CCIU 2022 2023 Salary Study in the amount of \$9,000.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.8 Form 990

Recommend the Board approve 21CCCS's Form 990, Return of Organization Exempt From Income Tax, a copy of which is attached.

Motion by Andrea Fox, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.9 2023 2026 Administrator Handbook

Recommend the Board approve the 21CCCS Administrator Handbook & Compensation Plan which will be effective July 1, 2023 - June 30, 2026.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.10 2023-2024 Support Staff Handbook

Recommend the Board approve the draft of the Support Staff Handbook for the 2023 2024 SY.

Motion by Andrea Fox, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.11 Revised Job Description - Administrative Project Coordinator

It is recommended the Board approve the revised job description of Administrative Project Coordinator.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.12 Elimination of Accountant Position

Recommend the Board approve the elimination of the Accountant position.

Motion by Andrea Fox, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.13 Changes in Existing Approved Positions

Recommend the Board approve the proposed reclassification/changes of approved positions, as presented.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.14 Dual Enrollment Agreement - Indiana University of PA

Recommend the Board approve the Dual Enrollment Agreement for eligible 21CCCS high school students with Indiana University of PA, a copy of which is attached.

Motion by Andrea Fox, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.15 Confidential Settlement Agreement

Recommend the Board approve Confidential Settlement Agreement in Legal Matter #002-2022-2023 as presented. A copy of the Resolution of the Board of Trustees is also attached.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action: 5.16 Memorandum of Understanding - Education Association

Recommend the Board approve the Memorandum of Understanding between 21st Century Cyber Charter School and the Education Association.

Motion by Andrea Fox, second by Michele Orner.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

6. Consent Agenda

Action (Consent): 6.1 Review of Consent Agenda Items

Resolution: Recommend the Board approve the Consent Agenda items.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.2 Treasurer's Report and Board Summary Report

Resolution: Recommend the Board approve the March 2023 Treasurer's Report and Board Summary Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.3 Expenditure Report and Void Payment Report

Resolution: Recommend the Board approve the March 2023 Expenditure Report and Void Payment Report as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.4 Designated Employees for School Gas Credit Card

Resolution: Recommend the Board approve the designated employees indicated below to use the school gas credit card as needed for testing or other job duties.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.5 Personnel Actions

Resolution: Recommend the Board approve the routine terminations/resignations/retirements, nominations, and changes in status of 21CCCS staff as presented (pending satisfactory completion of pre-employment paperwork for new hires.)

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.6 2023 2024 SY Benefits Renewals

Resolution: Recommend the Board approve the renewal rates for 21CCCS Employee health insurance plans and ancillary benefits as presented.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.7 Summer/Seasonal Part-Time Help

Recommend the Board approve hiring of Summer/Seasonal part time help for Summer 2023.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.8 Renewal - Jigsaw Solutions

Resolution: Recommend the Board approve the renewal with Jigsaw Solutions for the 2023 2024 SY for a total amount of \$80,714.97, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.9 Agreement - CodeHS

Resolution: Recommend the Board approve the agreement with CodeHS for the 2023 2024 SY for a total amount of \$4,500, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.10 Renewal AgileBits, Inc. (1Password)

Resolution: Recommend the Board approve the renewal with Agile Bits, Inc. (1Password) for the 2023-2024 SY for a total amount of \$9,996.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.11 Contract - GSV Psychological & Testing Services

Resolution: Recommend the Board approve the contract with GSV Psychological & Testing Services for the 2023 2024 SY for costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.12 Renewal Pediatric Services of America (Aveanna)

Resolution: Recommend the Board approve the renewal with Pediatric Services of America (Aveanna) for the 2023-2024 SY for costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.13 Renewal - Berks County Intermediate Unit

Resolution: Recommend the Board approve the renewal with Berks County Intermediate Unit for the 2023 2024 SY for costs compliant with industry standards, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.
Final Resolution: Motion Carries
Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.14 Renewal Arkadas Group

Resolution: Recommend the Board approve the renewal with Arkadas Group for the 2023 2024 SY for a total amount of \$402,990.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.15 Renewal Niche

Resolution: Recommend the Board approve the renewal with Niche for the 2023-2024 SY for a total amount of \$26,240.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.16 Renewal - Webimax

Resolution: Recommend the Board approve the renewal with Webimax for the 2023 2024 SY for a total amount of \$98,000.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.17 Renewal Climatech

Resolution: Recommend the Board approve the renewal with Climatech for the 2023-2024 SY for a total cost of \$2188.00, plus the hourly rate of \$98.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.18 Renewal - Cooper Mechanical Services

Resolution: Recommend the Board approve the renewal with Cooper Mechanical for the 2023 2024 SY for a total amount of \$1,200.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.19 Renewal Baxter Landscape Contracting, Inc. (Lawn/Landscape Maintenance)

Resolution: Recommend the Board approve the renewal with Baxter Landscape Contracting, Inc. for the 2023-2024 SY for a total amount of \$18,800.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.20 Renewal Baxter Landscape Contracting, Inc. (Snow Removal)

Resolution: Recommend the Board approve the renewal with Baxter Landscape Contracting, Inc. for the 2023-2024 SY for costs indicated below per snowfall, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

Action (Consent): 6.21 Renewal - R. Titter Roofing

Resolution: Recommend the Board approve the renewal with R. Titter Roofing for the 2023 2024 SY for a total amount of \$3,360.00, a copy of which is attached.

Recommend the Board approve the Consent Agenda items.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

7. Board Member Comment

Procedural: 7.1 Board Member Comment

Dr. Dusty Blakey, on behalf of himself, Dr. George Fiore and Dr. Alan Fegley, stated that it was a pleasure to be a part of the 21st Century Cyber Charter School Board of Trustees and wish us great success for the future.

Dr. Michele Orner thanked everyone for the completed budget and that it looks great.

Andrea Fox thanked the Chester County officers for their time and thanked Dr. Orner for agreeing to stay on the Board.

8. Meeting Schedule

Information: 8.1 2023-2024 SY Meeting Schedule

9. Adjournment

Action: 9.1 Adjournment

Recommend the Board adjourn the Board Meeting.

Motion by Andrea Fox, second by Mollie Burnett.

Final Resolution: Motion Carries

Yea: Michele Orner, Dusty Blakey, Mollie Burnett, Andrea Fox

The Board Meeting was adjourned at 1:29 p.m.

Staff No.	Name of Employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	ALEXIS, MARIA	YES	Instructional II Biology 7-12 (8405) Instructional III Environmental Educ PK-12 (4820)	6-9	Science 6, Science 8, Intro to Sci. Principles	1463	100	0
2	ANDRULEWICH, LAUREN	YES	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	7-12	School Counselor	1155	100	0
3	BARGER, CHRISTINE	YES	Educational Specialist I School Nurse PK-12 (1890)	6-12	School Nurse	1463	100	0
4	BELL, ALYSSA	YES	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Instructional I Biology 7-12 (8405)	9-12	Environmental Science, Biology, Intro to Science Principles	368	100	0
5	BEYER, REBECCA	YES	Instructional I Health & Physical Educ PK-12 (4805)	6-12	HS Seminar, Physical Education	1463	100	0
6	BOOTH, TIMOTHY	YES	Instructional II English 7-12 (3230) Instructional III Mathematics 7-12 (6800)	7-12	Mathematics Teacher	660	100	0
7	BUGAY, JOHN	YES	Instructional III Physics 7-12 (8470) Instructional II General Science 7-12 (8450) Instructional II Mathematics 7-12 (6800) Instructional II Biology 7-12 (8405)	9-12	Intro to Science Principles, Fundamentals of Science, Earth & Space Science, Consumer Math,	1613	100	0
8	BUNDONIS, MELINDA	YES	Instructional II Special Education PK-12 (9225) Instructional II Social Studies 7-12 (8875) Instructional II Elementary K-6 (2810) Instructional II Mid-Level English 6-9 (2850)	9-12	Special Education, General Social Studies 9-12, Progress Monitoring	1463	100	0
9	CHAMBERLAIN, SUSAN	YES	Instructional II English 7-12 (3230)	9-12	Elements of Drama & Theater, Elements of Language, AP English Literature & Composition	1463	100	0
10	CHU, PEICHENG	YES	Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Chinese PK-12 (4405) Instructional II German PK-12 (4420) Instructional II Safety Ed/Driver Ed 7-12 (5215)	9-12	Drivers Ed., Keyboarding, Study Skills, German I, Mandarin Chinese I & II	1950	100	0
11	COOKE, ASHLEY	YES	Educational Specialist II Elementary School Counselor K-6 (1836) Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	School Counselor	1950	100	0
12	COPENHAVER, ALEX	YES	Instructional I Mathematics 7-12 (6800)	9-12	Consumer Math, Pre Calculus, Geometry, Algebra I, Fundamentals of Math	1463	100	0
13	COPPER, PAIGE	YES	Instructional I English 7-12 (3230)	9-12	British Literature, Business Communications	1463	100	0
14	COTE, BRIAN	YES	Administrative Principal PK-12 (1115) Letter of Eligibility, Superintendent PK-12 (1150) Instructional II Elementary K-6 (2810)	6-12	Director of Curriculum, Instruction & Assessment	1950	100	0
15	CRONIN, ROBERT	YES	Instructional II Biology 7-12 (8405) Instructional II Environmental Educ PK-12 (4820)	9-12	Biology, Genetics, AP Environmental Science	1463	100	0
16	DALY, ANNE	YES	Instructional II Elementary K-6 (2810) Instructional II Special Education PK-12 (9225)	9-12	Special Education Teacher	660	100	0
17	DAYAN, BRANDON	YES	Instructional I Citizenship 7-12 (8825), English 7-12 (3230), Social Studies 7-12 (8875)	9-12	World Geography, Personal Finance, American History II	367.5	100	0
18	DAY, AUBREY	YES	Instructional II English 7-12 (3230), Educational Specialist II Bus-Computer-Info Tech PK-12 (1603), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	9-12	ISD Tech Developer	1950	100	0
19	DELANEY, CATHLEEN	YES	Instructional I Social Studies 7-12 (8875)	9-12	Psychology, Philosophy, Fundamentals of Government, Ancient History, Sociology	1463	100	0
20	DELILLO, KALYN	YES	Instructional I English 7-12 (3230)	9-12	Business Communications, Fundamentals of English, English Composition, English Literature	1463	100	0

Staff No.	Name of Employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
21	DERITA, JACALYN	YES	Instructional I General Science 7-12 (8450), Earth & Space (8440)	6-12	Astronomy, Science 6 & 8	803	100	0
22	DICKINSON, MARK	YES	Instructional II Social Studies 7-12 (8875)	7-12	Work Study, Sociology, World Geography, Content Developer	1613	100	0
23	DONNELLY, BRIAN	YES	Instructional I Social Studies 7-12 (8875) , Educational Specialist I Inst Technology Specialist PK-12 (1825)	6-12	Content Developer	1950	100	0
24	DOUGLAS, LAUREN	YES	Instructional II Biology 7-12 (8405)	8-12	Introduction to Anatomy and Physiology, Intro to Sci. Principles, AP Biology, Science 8	1463	100	0
25	DRISCOLL, JAMES	YES	Instructional I Social Studies 7-12 (8875)	9-12	AP Psychology, Fundamentals of Government, Sociology	1463	100	0
26	DUFFY, VICTORIA	YES	Instructional I English 7-12 (3230)	9-12	Journalism, Graphic Novel Seminar, Fundamentals of English I, Elements of Language	1463	100	0
27	ELDER, LAURA	YES	Supervisory Supvr Curriculum & Inst PK-12 (2915) Instructional II Citizenship 7-12 (8825) Instructional III Mid-Level Citiz. Ed 6-9 (2870) Instructional II Social Studies 7-12 (8875) Instructional II English 7-12 (3230)	9-12	American History II, AP US History	1463	100	0
28	ELLSWORTH, AMY	YES	Instructional I Mathematics 7-12 (6800)	9-12	Calculus, Geometry, AP Calculus AB	1463	100	0
29	FARRELL, KRISTI	YES	Instructional I Mathematics 7-12 (6800)	7-8	Math 7, 8	1463	100	0
30	FAUNCE, JILL	YES	Emergency Permit: Spanish PK-12 (4490)	9-12	Spanish I-III	428	100	0
31	FIOLO-MILLER, JENNIFER	YES	Instructional II English 7-12 (3230) Instructional II Reading Specialist PK-12 (7650)	9-12	American Literature, Elements of Language	1463	100	0
32	FLANNERY, MATTHEW	YES	Administrative II, Elementary K-6, Letter of Eligibility Superintendent PK-12	6-12	CEO	1950	100	0
33	FRANK, MONICA	YES	Instructional I Elementary K-6 (2810) Instructional I Mid-Level Citiz. Ed 6-9 (2870) Instructional I Mid-Level Mathematics 6-9 (2860) Instructional I Mid-Level Science 6-9 (2880) Instructional I Family-Consumer Sci PK-12 (5600) Administrative II Principal PK-12 (1115)	11-12	HS Principal	1950	100	0
34	FRIEDMAN, AMANDA	YES	Instructional II Spanish PK-12 (4490)	9-12	Adjunct Teacher - Spanish I & II	170	100	0
35	FURRER, AUBREE	YES	Instructional I English 7-12 (3230) Instructional I Special Education 7-12 (9227)	6-9	General ELA, Progress Monitoring	1463	100	0
36	GALETTE, STEVEN	YES	Instructional II Health & Physical Educ PK-12 (4805)	6-12	Health & PE	1463	100	0
37	GELLER, KIMBERLY	YES	Instructional I Art PK-12 (1405) Instructional I Mid-Level Mathematics 6-9 (2860)	6-12	Drawing, Art I & III, Intro to Digital Drawing, Watercolors	1463	100	0
38	GIAGNACOVA, NANCY	YES	Instructional I Elementary K-6 (2810) Administrative I Principal PK-12 (1115) Letter of Eligibility Superintendent PK-12 (1150) Supervisory Supvr Special Education PK-12 (9215) Supervisory Supvr Curriculum & Inst PK-12 (2915)	6-12	Director of Special Education	1950	100	0
39	GIANDONATO, MARY BETH	YES	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	School Counselor	1463	100	0
40	GIBB, DARREN	YES	Instructional I Social Studies 7-12 (8875), Instructional I Mid-Level Mathematics 6-9 (2860)	6-8	American History	1463	100	0
41	GIBSON, EMILY	YES	Instructional II Communications 7-12 (3200) Instructional II English 7-12 (3230) Instructional III Family-Consumer Sci PK-12 (5600)	9-12	English Composition	1463	100	0
42	GILLILAND, AMANDA	YES	Instructional I Biology 7-12 (8405)	9-12	Science Teacher	472.5	100	0
43	GRECO, ESTELLA	YES	Exceptional Case Special Education 7-12 (9227) Private School - Teacher Nursery/Kindergarten N-K (12833)	9-12	Special Education, Progress Monitoring General ELA	1463	100	0

Staff No.	Name of Employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
			Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Instructional I Special Education PK-8 (9226)		General ELA			
44	GRIFFIN, KATELYN	YES	Instructional I English 7-12 (3230) Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8-12	Language Arts 8, Creative Writing, Fundamentals of English I, Elements of Language	1463	100	0
45	GROBMAN, JODI	YES	Instructional II Mathematics 7-12 (6800) Instructional II Social Studies 7-12 (8875)	9-12	Algebra Concepts, Fundamentals of Math	1463	100	0
46	HAMMOND, JESSICA	YES	Instructional II English 7-12 (3230)	9-12	English Literature	1463	100	0
47	HANSON, RUTH	YES	Instructional II Physics 7-12 (8470) Instructional II General Science 7-12 (8450)	9-12	Physical Science, Physics, Intro to Science Principles	548	100	0
48	HARRIS, STEVEN	YES	Instructional I Social Studies 7-12 (8875) Instructional I Technology Education PK-12 (6075) Emergency Permit: Special Education PK-12 (9231)	9-12	Special Education Teacher	113	100	0
49	HELENIAK, DANA	YES	Instructional II Mathematics 7-12 (6800)	9-12	Intro to Statistics, AP Statistics, Algebra II, Fundamentals of Math	1463	100	0
50	HUGGINS, MICHAEL	YES	Instructional I Mathematics 7-12 (6800)	9-12	General Math	170	100	0
51	HUGHES, LAUREN	YES	Instructional II Social Studies 7-12 (8875)	9-12	AP Human Geography, American Heritage, World Religions, World History, World Geography	1463	100	0
52	IOVINE, HEATHER	YES	Instructional II Biology 7-12 (8405) Instructional II Earth and Space Science 7-12 (8440) Instructional II General Science 7-12 (8450)	6-12	Astronomy, Science 6, ISD Tech Developer	1463	100	0
53	JEFFERIS, SARAH	YES	Instructional III Family-Consumer Sci PK-12 (5600) Instructional II Art PK-12 (1405)	6-12	Art II, Advanced Digital Photography, Intro to Filmmaking & Photography, Watercolors	1463	100	0
54	KINSCH, MATTHEW	YES	Instructional II English 7-12 (3230) Instructional II Mid-Level English 6-9 (2850) Instructional II Social Studies 7-12 (8875) Instructional II Special Education PK-12 (9231) Instructional I Mid-Level Mathematics 6-9 (2860)	6-8	Language Arts, General Social Studies	1463	100	0
55	KREISER, GALEN	YES	HOUSSE Designation - Charters Only Chemistry 7-12 (8420) Instructional II Technology Education PK-12 (6075) Instructional II Earth and Space Science 7-12 (8440) Instructional II Environmental Educ PK-12 (4820) Instructional II General Science 7-12 (8450) Instructional II Mid-Level Science 6-9 (2880) Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	Environmental Science, Computer Science Essentials, Computer Science I, II & AP	1463	100	0
56	LAIDLAW, ERIKA	YES	Administrative Principal PK-12 (1115) Instructional II Health & Physical Educ PK-12 (4805) Instructional II Library Science PK-12 (6420)	6-8	MS Principal	1950	100	0
57	LEWIS, ANDREW	YES	Instructional I Mathematics 7-12 (6800)	6-8	Mathematics	225	100	0
58	LION, JUDITH	YES	Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional II English 7-12 (3230) Instructional III Family-Consumer Sci PK-12 (5600)	6-12	Family & Consumer Science, Parenting & Child Development, Fashion & Textiles, EL Intensive Support, EL Monitor	1463	100	0
59	LIVESEY, RACHEL	YES	Instructional II Communications 7-12 (3200) Instructional II English 7-12 (3230)	6-12	Content Developer	1950	100	0
60	MALONEY, JULIE	YES	Instructional I Mathematics 7-12 (6800)	9-12	Algebra I, Fundamentals of Math	1463	100	0
61	MCCOY, ANN	YES	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	School Counselor	1950	100	0

Staff No.	Name of Employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
62	MESLENER, MARCUS	YES	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies Teacher	540	100	0
63	MEYER, MICHAEL	YES	Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Music PK-12 (7205)	6-12	Music I-III, Music Fundamentals & Keyboarding, History of Rock & Roll, Intro to Songwriting, Study Skills, MS Seminar	1463	100	0
64	MICHENER, LAUREN	YES	Instructional II English 7-12 (3230) Instructional II Mid-Level Mathematics 6-9 (2860)	6-12	Learning Coach	1950	100	0
65	MICHENER, JOSEPH	YES	Instructional II Bus-Computer-Info Tech PK-12 (1603) Instructional II Social Studies 7-12 (8875)	9-12	Social Studies Teacher	1133	100	0
66	MILLER, TRISHA	YES	Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Elementary K-6 (2810)	6-8	Mathematics	1463	100	0
67	MOYNIHAN, LISA	YES	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	School Counselor	1950	100	0
68	MULLINS, COLLEEN	YES	Instructional II Biology 7-12 (8405) Instructional II Chemistry 7-12 (8420) Instructional III Mid-Level Mathematics 6-9 (2860) Instructional II Family-Consumer Sci PK-12 (5600) Instructional II Mid-Level Science 6-9 (2880)	7-11	Science 7, Biology	1463	100	0
69	MURRAY, ALLAN	YES	Instructional II Health & Physical Educ PK-12 (4805)	9-12	Physical Education, First Aid & Emergency Care	1463	100	0
70	PALAI, VICTORIA	YES	Educational Specialist I School Nurse PK-12 (1890)	6-12	School Nurse	75	100	0
71	PARKER, CARLY	YES	HOUSE Designation English 7-12 (3230) Instructional II Ment and/or Phys Handicapped K-12 (9235) Instructional II Mid-Level English 6-9 (2850) Instructional III Family-Consumer Sci PK-12 (5600) Supervisory Supvr Special Education PK-12 (9215)	6-12	Supervisor of Special Education	1935	100	0
72	PARVIN, DEBORAH	YES	Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional II English 7-12 (3230) Instructional III Mid-Level Citiz. Ed 6-9 (2870) Instructional II Mid-Level Mathematics 6-9 (2860) Instructional II Social Studies 7-12 (8875) Instructional II Spanish PK-12 (4490)	6-12	Spanish I-III, Intro to Spanish	1095	100	0
73	PROVASNIK III, JOHN	YES	Instructional I Elementary K-6 (2810) Instructional I Mid-Level Mathematics 6-9 (2860)	6-12	ISD Coordinator	1950	100	0
74	PUGH, MORGAN	YES	Instructional I Special Education PK-8 (9226) Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional I Grades PK-4 (2825)	6-12	Special Education, Progress Monitoring, General Science, General Math	1463	100	0
75	RAPP, TERRI	YES	Instructional II Mathematics 7-12 (6800)	7-12	Content Developer	731	100	0
76	REGINA, CASEY	YES	Instructional I Mid-Level Science 6-9 (2880) Instructional I Mathematics 7-12 (6800) Emergency Permit: LT Sub with Educational Obligation Administrative I)	6-12	Assistant Principal	938	100	0
77	REID, LINDSAY	YES	Instructional II Mathematics 7-12 (6800) Instructional II Special Education 7-12 (9227) Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Instructional II Grades PK-4 (2825) Instructional II Special Education PK-8 (9226) Educational Specialist I Inst Technology Specialist PK-12 (1825) Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-12	Special Education, ISD Tech Developer, Transition to Post-Secondary Life	1710	100	0
78	ROMERO, KERA	YES	Instructional II Elementary K-6 (2810) Instructional II English 7-12 (3230) Instructional II Mid-Level English 6-9 (2850) Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional II Special Education PK-12 (9225)	12	Special Education, Transition to Post-Secondary Life, Progress Monitoring	1245	100	0

Staff No.	Name of Employee	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
79	ROTH, AMBER	YES	Instructional I Special Education 7-12 (9227), Social Studies 7-12 (8875)	9-12	Social Studies Teacher	660	100	0
80	SHANK, EMILY	YES	Instructional II Mathematics 7-12 (6800)	6-12	Content Developer	1950	100	0
81	SHERBONDY, KELLY	YES	Administrative II Elementary Principal K-6 (1100) Letter of Eligibility Superintendent PK-12 (1150) Letter of Eligibility Assistant Superintendent PK-12 (1155) Supervisory I Supvr Reading PK-12 (7615) Instructional II Reading Specialist PK-12 (7650) Instructional II Elementary K-6 (2810) Instructional II Early Childhood N-3 (2840)	6-12	Assistant Principal	975	100	0
82	SHOMPER, JILL	YES	Instructional II English 7-12 (3230)	6-12	ISD Tech Developer	1950	100	0
83	SHOOKSTER, ANGELA	YES	Instructional I Special Education PK-12 (9225), Elementary K-6 (2810)	7-8	Special Education Teacher, Progress Monitoring	1200	100	0
84	SMITH, MATTHEW S	YES	Instructional I Health & Physical Educ PK-12 (4805) Instructional I Safety Ed/Driver Ed 7-12 (5215)	9-12	Nutrition, Health, Drivers Ed.	1463	100	0
85	STANLEY, STEPHANIE	YES	Instructional I Health & Physical Educ PK-12 (4805)	9-12	Health	1463	100	0
86	THORNE, ALLISON	YES	Educational Specialist I Secondary School Counselor, Instructional II Communications 7-12	6-8	School Counselor	720	100	0
87	TOBIN, PATRICK	YES	Instructional I Social Studies 7-12 (8875)	6-8	World Cultures, US Government	1463	100	0
88	TROTTER, BRITTANY	YES	Instructional II Social Studies 7-12 (8875) Administrative I Principal PK-12 (1115)	7-12	Ap Micro Economics, US Govt & Econ., US Govt, Content Developer	1613	100	0
89	WAGNER, CAROLINE	YES	Instructional I Grades PK-4 (2825) Instructional I Special Education PK-8 (9226) Instructional I Grades 5-6 (2826)	6-9	Special Education, Progress Monitoring, General Math	1463	100	0
90	WHEELER, NORA	YES	Letter of Eligibility Superintendent PK-12 (1150) Instructional I Social Studies 7-12 (8875) Administrative II Principal PK-12 (1115)	9-10	HS Principal	1905	100	0
91	WILSON, CLAIRE	YES	Instructional I English 7-12 (3230)	6, 8	Language Arts 6 & 8	1463	100	0
92	WILSON JR, JOHN	YES	Instructional II Bus-Computer-Info Tech PK-12 (1603) Instructional II Mathematics 7-12 (6800) Instructional II Physics 7-12 (8470) Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional II English 7-12 (3230)	9-12	Consumer Math, Personal Finance, Intro to Accounting, Business Law, Physics, Fundamentals of Math, EL Monitor Yr 1, EL Intensive Support I-II	1463	100	0
93	ZAAYENGA, DIANNE	YES	Instructional I Chemistry 7-12 (8420) Instructional I Biology 7-12 (8405)	9-12	Chemistry, Intro to Forensic Science, Physical Science	1463	100	0

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

Name of School 21st Century Cyber Charter School

Address of School 1245 Wrights Lane West Chester, PA 19380

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$	6,739,353.45
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$	2,143,587.43
1300	VOCATIONAL EDUCATION	\$	44,594.14
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$	192,992.54
1600	ADULT EDUCATION PROGRAMS		
1700	HIGHER EDUCATION PROGRAMS	\$	13,023.96
1800	PRE-KINDERGARTEN		
2000	SUPPORT SERVICES		
2100	SUPPORT SERVICES - PUPIL PERSONNEL		
	2110 Supervision of Pupil Personnel Services		
	2120 Guidance Services	\$	661,403.51
	2130 Attendance Services	\$	146,898.97
	2140 Psychological Services		
	2150 Speech Pathology and Audiology Services		
	2160 Social Work Services	\$	26,572.38
	2170 Student Accounting Services	\$	512,299.34
	2190 Other Pupil Personnel Services	\$	2,848.00
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF		
	2210 Supervision of Educational Media Services		
	2220 Technology Support Services	\$	657,799.68
	2230 Educational Television Services		
	2240 Computer-Assisted Instruction Support Services	\$	58,610.46
	2250 School Library Services	\$	1,800.00
	2260 Instruction and Curriculum Development Services	\$	1,036,283.28
	2270 Instructional Staff Professional Development Services	\$	57,604.72
	2280 Nonpublic Support Services		
2300	SUPPORT SERVICES - ADMINISTRATION		
	2310 Board Services	\$	23,777.84
	2320 Board Treasurer Services		
	2340 Staff Relations and Negotiations Services	\$	287,906.81
	2350 Legal Services	\$	69,166.09

	2360	Office of the Superintendent (Executive Director) Services	\$	451,888.53
	2370	Community Relations Services		
	2380	Office of the Principal Services	\$	1,103,685.31
	2390	Other Administration Services	\$	851,948.06
2400		SUPPORT SERVICES - PUPIL HEALTH	\$	114,019.68
2500		SUPPORT SERVICES - BUSINESS		
	2510	Fiscal Services	\$	795,880.94
	2520	Purchasing Services		
	2530	Warehousing and Distributing Services	\$	143,698.66
	2540	Printing, Publishing and Duplicating Services		
	2590	Other Support Services - Business		
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES		
	2610	Supervision of Operation and Maintenance of Plant Services	\$	977,384.58
	2620	Operation of Buildings Services		
	2630	Care and Upkeep of Grounds Services		
	2640	Care and Upkeep of Equipment Services		
	2650	Vehicle Operations and Maintenance Services (Other than Student	\$	30.18
	2660	Security Services		
	2690	Other Operation and Maintenance of Plant Services		
2700		STUDENT TRANSPORTATION SERVICES		
	2710	Supervision of Student Transportation Services		
	2720	Vehicle Operation Services	\$	20,980.56
	2730	Monitoring Services		
	2740	Vehicle Servicing and Maintenance Services	\$	15.09
	2750	Nonpublic Transportation		
	2790	Other Student Transportation Services		
2800		SUPPORT SERVICES - CENTRAL		
	2810	Planning, Research, Development and Evaluation Services	\$	1,662,350.79
	2820	Information Services		
	2830	Staff Services	\$	8,489.78
	2840	Data Processing Services	\$	156,000.92
	2850	State and Federal Agency Liaison Services	\$	240.00
	2860	Management Services		
	2890	Other Support Services Central		
2900		OTHER SUPPORT SERVICES - CENTRAL		
	2990	Pass-Thru Funds		
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES		
3100		FOOD SERVICES		
3200		STUDENT ACTIVITIES		
	3210	School Sponsored Student Activities	\$	59,928.65
	3250	School Sponsored Athletics		
3300		COMMUNITY SERVICES		
	3310	Community Recreation	\$	2,535.04
	3320	Civic Services	\$	-
	3330	Public Library Services	\$	-
	3340	Custody and Child Care	\$	-

3350	Welfare Activities	\$	-
3390	Other Community Services	\$	-
3400	SCHOLARSHIPS AND AWARDS	\$	-
4000	FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT		
4100	SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL		
4200	EXISTING SITE IMPROVEMENT SERVICES		
4300	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL		
4400	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL		
4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL	\$	-
4600	EXISTING BUILDING IMPROVEMENT SERVICES	\$	-
5000	OTHER EXPENDITURES AND FINANCING USES		
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES		
5200	FUND TRANSFERS		
5300	TRANSFERS INVOLVING COMPONENT UNITS		
5400	INTRAFUND TRANSFERS OUT		
5800	SUSPENSE ACCOUNT		
5900	BUDGETARY RESERVE	\$	-
TOTAL EXPENDITURES		\$	19,025,599.37

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

\$ 5,011,604.50

\$ -

Preliminary Statement of Revenues, Expenditures & Fund Balances
 Include ALL Funds
 as of June 30, 2023

Name of School 21st Century Cyber Charter School

Address of School 1245 Wrights Lane West Chester, PA 19380

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	missing
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	\$ 424,180.50
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	missing
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	\$ 23,573.89
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	\$ 154,196.72
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement	
	6940	Tuition from Patrons	\$ 21,779,656.24
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	

	6947	Receipts from Members of Intermediate Units for Education by Withholding		
	6948	Receipts from Members of Intermediate Units for Direct Contributions		
	6949	Other Tuition from Patrons		
	6950	Unassigned		
	6960	Services Provide Other Local Governmental Units / LEAs		
	6961	Transportation Services Provided Other Pennsylvania LEAs		
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above		
	6970	Services Provided Other Funds		
	6980	Revenue from Community Service Activities		
	6990	Refunds and Other Miscellaneous Revenue	\$	348.00
	6991	Refunds of a Prior Year Expenditure		
	6999	Other Revenues Not Specified Above	\$	5,689.42
7000		REVENUE FROM STATE SOURCES		
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES		
	7150	Unassigned		
	7180	Tuition for Orphans and Children Placed in Private Homes		
	7180	Staff and Program Development		
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS		
	7210	Homebound Instruction		
	7220	Vocational Education		
	7230	Alternative Education		
	7240	Driver Education - Student		
	7250	Migratory Children		
	7260	Workforce Investment Act (WIA)		
	7270	Specialized Education of Exceptional Pupils		
	7280	Adult Literacy		
	7290	Additional Educational Program Revenues		
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS		
	7310	Transportation (Regular and Additional)		
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy		
	7330	Health Services (Medical, Dental, Nurse, Act 25)	\$	38,375.10
	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		
	7502	Dual Enrollment Grants	\$	25,746.00
	7503	Project 720/High School Reform		
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series		
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS		
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	\$	-
	7810	State Share of Social Security and Medicare Taxes		
	7820	State Share of Retirement Contributions		
7900		REVENUE FOR TECHNOLOGY		
	7910	Educational Technology		
	7990	Other Technology Grants		

8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL	
	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	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL	
	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	\$ -
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind	
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	\$ -
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	\$ -
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	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	\$	1,585,438.00
9500		Unassigned		
9600		Unassigned		
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY		
	9710	Transfers from Component Units		
	9720	Transfers from Primary Governments		
9800		INTRAFUND TRANSFERS IN		
	9810	General Fund Intrafund Transfers		
	9820	Special Revenue Intrafund Transfers		
	9840	Debt Service Intrafund Transfers		
	9850	Enterprise Intrafund Transfers		
	9860	Internal Service Intrafund Transfers		
	9870	Trust and Agency Intrafund Transfers		
	9880	Activity Interfund Transfers		
TOTAL REVENUES			\$	24,037,203.87

24,037,203.87

0.00

W. [Signature]



21st CENTURY CYBER CHARTER SCHOOL

FINANCIAL AND COMPLIANCE REPORT

Year Ended June 30, 2022



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

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INDEPENDENT AUDITOR'S REPORT

**To the Board of Trustees
21st Century Cyber Charter School
West Chester, Pennsylvania**

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of the 21st Century Cyber Charter School, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the 21st Century Cyber Charter School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the 21st Century Cyber Charter School, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to the financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Standards section of our report. We are required to be independent of the 21st Century Cyber Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As described in Note 1 to the financial statements, effective July 1, 2021, the 21st Century Cyber Charter School adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 87, *Leases*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the 21st Century Cyber Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 21st Century Cyber Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the 21st Century Cyber Charter School's ability to continue as a going concern for a reasonable period of time.

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison schedule, and pension and other postemployment benefit information on pages 63 through 67 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2022, on our consideration of the 21st Century 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 the 21st Century 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 the 21st Century Cyber Charter School's internal control over financial reporting and compliance.

Herbein + Company, Inc.

**Reading, Pennsylvania
December 13, 2022**



MANAGEMENT'S DISCUSSION AND ANALYSIS
Required Supplementary Information
June 30, 2022

The discussion and analysis of 21st Century Cyber Charter School's (Charter School) financial performance provides an overall review of the Charter School's financial activities for the fiscal year ended June 30, 2022. The intent of this discussion and analysis is to look at the Charter School's financial performance as a whole. Readers should also review the financial statements and the notes to the basic financial statements to enhance their understanding of the Charter School's financial performance.

The Management 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 21st Century Cyber Charter School's financial results for the 2021-2022 school year resulted in a total net position of \$7,500,202 and a Governmental Fund balance of \$18,581,333 at June 30, 2022. The June 30, 2021 net position was \$6,477,300 and the fund balance was \$17,852,405.

Governmental activities total assets at June 30, 2022 were \$34,853,386 compared to the June 30, 2021 balance of \$35,529,069 (restated for the implementation of GASB Statement No. 87, *Leases*).

The primary source of revenue for the Charter School is tuition charged to school districts at rates determined by the completion of the Pennsylvania Department of Education form PDE-363. With the continuation of the COVID-19 global pandemic, the Charter School continues to experience uncertainty in student enrollments. The Charter School saw a reduction in enrollment of 859 students from the prior year ending June 30, 2021 which topped at 2,956 as compared to 2,097 at the year ending June 30, 2022.

Effective July 1, 2021, the Charter School adopted new accounting guidance, GASB Statement No. 87, *Leases*. This statement was issued to recognize certain lease assets and liabilities for lease that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. The Charter School now reports a right-to-use lease asset and a lease liability for all leases that meet the definition in the statement. The adoption of this standard resulted in a restatement to beginning balances for right-to-use lease assets, prepaid expenses, and lease liabilities at July 1, 2021, but resulted in no change to beginning net position or fund balance.

OVERVIEW OF FINANCIAL STATEMENTS

This annual report consists of three parts: (1) management’s discussion and analysis, (2) the basic financial statements, and (3) required supplementary information. The basic financial statements include two kinds of statements that present different views of the School.

This Management’s Discussion and Analysis is intended to serve as an introduction to the School's basic financial statements. Government-Wide Financial Statements include a Statement of Net Position and Statement of Activities which are designed to provide readers with a short-term and long-term overview of the School's finances. The remaining Fund Financial Statements focus on a more detailed presentation of operations in the short-term. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The Notes to the Financial Statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Figure 1 shows how the required parts of the financial statements are arranged and relate to one another.

Figure 1
Required Components of 21st Century Cyber Charter School’s Financial Report

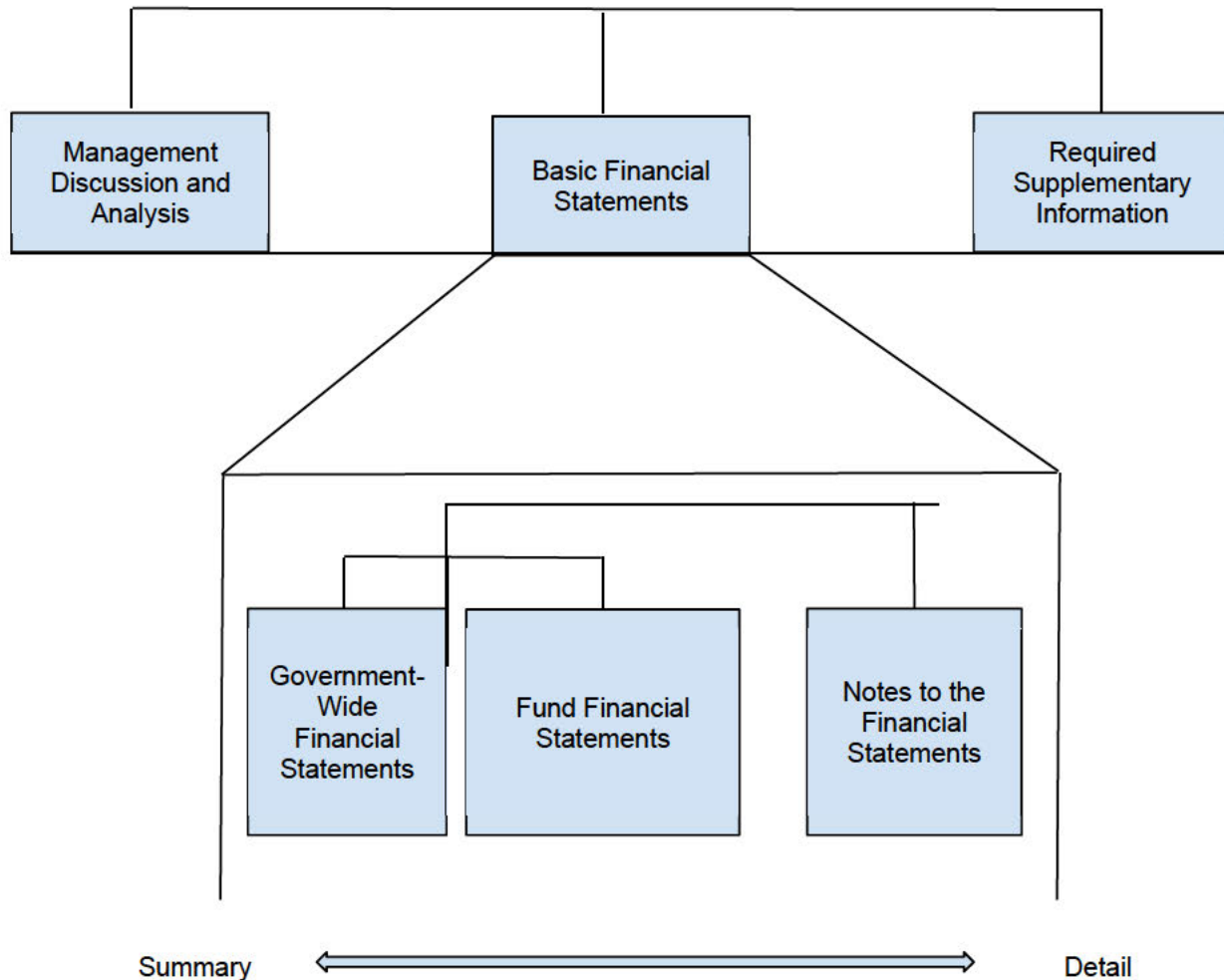


Figure 2 summarizes the major features of the Charter School’s financial statements. The remainder of this overview section of Management’s Discussion and Analysis highlights the structure and contents of each of the statements.

Figure 2

21st Century Cyber Charter School's

Government-wide and Fund Financial Statements

		Fund Statements
	Government-wide Statements	Governmental Funds
Scope	Entire 21st Century Cyber Charter School (except fiduciary funds)	The activities of the Charter School that are not proprietary or fiduciary, such as education, administration and community services
Required financial statements	Statement of net position Statement of activities	Balance Sheet Statement of revenues, expenditures, and changes in fund balance
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus
Type of asset/liability information	All assets and liabilities, both financial and capital, current and noncurrent, and deferred inflows and outflows of resources	Only assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or noncurrent liabilities included
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter

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, referred to as the accrual basis of accounting.

The Statement of Net Position presents all of the School's assets and liabilities, deferred inflows and outflows of resources with the difference reported as "net position." Over time, increases and decreases in net position measure whether the School's financial condition is improving or deteriorating.

The Statement of Activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying events giving rise to the change occur, regardless of the timing of related cash flows. Therefore, revenues and expenses are reported in these statements for some events that will result in cash flows in future periods.

The School currently only has governmental activities reported on these statements.

- Governmental activities - contain the basic services of the School, such as regular and special education and operation and maintenance of plant services, as well as the tuition revenue and federal and state grants which generally finance these programs.

Fund Financial Statements

The fund financial statements provide more detailed information about the Charter School's funds. A fund is a fiscal and accounting entity with a self-balancing set of accounts used to keep track of specific sources of funding and spending for programs. The Charter School has no non-major governmental, proprietary, or fiduciary funds and reports all activity in a single governmental fund.

Governmental Funds - Includes the Charter School's basic services and generally (1) focuses on how cash and other financial assets can readily be converted into cash inflows and outflows and (2) identifies balances left at year-end that are available for spending. Financial results are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets. The governmental fund statements provide a detailed short-term view of the Charter School's operations and the services provided. Governmental fund information helps the reader determine the level of financial resources that can be spent in the near future to finance the Charter School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds is reconciled in the financial statements.

FINANCIAL ANALYSIS OF THE 21st CENTURY CYBER CHARTER SCHOOL AS A WHOLE

The Charter School’s total net position was \$7,500,202 as of June 30, 2022.

Figure 3 Condensed Statement of Net Position June 30		
	Governmental Activities	
	<u>2021 (Restated)</u>	<u>2022</u>
Current and other assets	\$ 20,341,609	\$ 21,522,653
Capital Assets	<u>15,187,460</u>	<u>13,330,733</u>
Total Assets	35,529,069	34,853,386
Deferred Outflows of Resources	9,220,520	9,873,943
Current and other liabilities	2,381,327	2,520,232
Long-term liabilities	<u>34,966,782</u>	<u>29,855,633</u>
Total Liabilities	37,348,109	32,375,865
Deferred Inflows of Resources	924,180	4,851,262
Net Investment in Capital Assets	9,918,990	12,544,498
Unrestricted	<u>(3,441,690)</u>	<u>(5,044,296)</u>
Total Net Position	<u>\$ 6,477,300</u>	<u>\$ 7,500,202</u>

Current assets at June 30, 2022 included cash of \$18,840,387, intergovernmental and other receivables of \$2,672,419, and prepaid expenses of \$9,847.

Total liabilities decreased by \$4,972,244 in 2021-2022. Accounts payable balances were \$760,671, higher as compared to the prior year balance of \$510,786. This increase was attributed to reclassification entry of \$221,230 of credit balances in the intergovernmental accounts receivable as a liability. Accrued salaries and benefits decreased from \$1,723,235 at June 30, 2021 to \$1,571,862 at June 30, 2022, as a result of decreased staff due to decreased enrollment.

Long-term liabilities decreased as a result of the payoff of Tax Exempt Revenue Note - Series 2019 and several computer leases. The compensated absences accrual, which reflects the value of unused vacation time, decreased slightly from \$410,792 to \$409,304 (which reflects the long-term portion) as of June 30, 2022.

The total ending net other postemployment benefit liabilities are \$2,257,502 at the year ended June 30, 2022, an increase from the balance of \$1,809,417 at the year ended June 30, 2021. The largest decrease in liabilities was the Charter School’s proportionate share of the net pension liability, which decreased \$1,059,000 from the prior year totaling \$26,564,000 as of June 30, 2022.

The results of this year's operations as a whole are reported in the Statement of Activities and summarized below in Figure 4.

Figure 4			
Condensed Statement of Activities			
June 30			
	Governmental Activities		
	<u>2021</u>	<u>2022</u>	
Revenues			
Program Revenues:			
Charges for services	\$ 36,168,864	\$ 25,882,715	
Operating grants and contributions	297,077	480,569	
Capital grants and contributions	0	0	
Investment Earnings	<u>2,520</u>	<u>9,443</u>	
Total Revenues	36,468,461	26,372,727	
Expenses			
Instruction	14,576,039	14,578,666	
Support Services	10,220,202	10,550,785	
Non Instructional Services and interest on long-term debt	<u>268,469</u>	<u>220,374</u>	
Total Expenses	<u>25,064,710</u>	<u>25,349,825</u>	
Increase in Net Position	11,403,751	1,022,902	
Beginning Net Position	<u>(4,926,451)</u>	<u>6,477,300</u>	
Ending Net Position	<u>\$ 6,477,300</u>	<u>\$ 7,500,202</u>	

Decreased enrollment in the Charter School generated a reduction in tuition revenue of \$10,286,149 in 2021-2022 compared to the prior school year.

Figure 5 shows each activity's net cost (total cost less fees generated by the activities and grants/subsidies provided for specific programs).

Figure 5				
Net Cost of Governmental Activities				
June 30				
	Total Cost of Services		Net Cost of Services	
	<u>2021</u>	<u>2022</u>	<u>2021</u>	<u>2022</u>
Instruction	\$ 14,576,039	\$ 14,578,666	\$ 7,153,355	\$ 223,906
Support Services	10,220,202	10,550,785	4,311,290	919,507
Non Instructional Services and Interest	<u>268,469</u>	<u>220,374</u>	<u>(63,414)</u>	<u>(129,954)</u>
	<u>\$ 25,064,710</u>	<u>\$ 25,349,825</u>	<u>\$ 11,401,231</u>	<u>\$ 1,013,459</u>

BUDGET HIGHLIGHTS

During the fiscal year, the Board authorizes revisions to the original budget to accommodate differences from the original budget to the actual expenditures of the 21st Century Cyber Charter School. A schedule showing the Charter School’s original and final budget amounts compared with amounts actually paid and received is provided in the financial statements.

Revenue received for the year was 10.1% more than budgeted. The difference between budget and actual is largely due to higher enrollment during the year compared to what was budgeted for in the 2021-22 school year.

Total expenditures were 7.25% higher than budget for the year. Expenditures were higher than the budget due to board approved fund balance use for expenditures such as the West Chester building loan payoff, computer lease payoffs, computer and monitor purchases for staff, the Downingtown location warehouse relocation expenses, school filing cabinets and office cubicles.

Total expenditures at the fund level in 2021-2022 were \$3.14 million higher than in 2020-2021. The increase in operating expenses is detailed in the chart below:

2021-22 Expenditures Comparison to 2020-21	Variance	Funding Source
Loan Payoff	3,062,881	Fund Balance
Computer Lease Payoff/Payments	535,093	Fund Balance
Increased Advertising Expenses	483,136	
Computer/Monitor Purchases	244,053	Fund Balance
Warehouse Relocation/Filing Cabinets/Cubicles	223,060	Fund Balance
Add Administrative Assistants	125,283	
Settlements/Judgements	85,335	Fund Balance
Hire Business Administrator	81,104	
Hire CEO	28,846	
Technical School Tuition Pilot	54,011	
Loan Payments - Principal/Interest	(555,076)	Fund Balance
Reduction in Legal Services	(219,919)	
Reduction in Temporary Teaching Assistants	(193,462)	
Facilities - Rentals	(111,313)	
Reduction in Instructional Supplies	(109,011)	
Reduction Teaching Positions	(98,089)	
Reduction Student Internet Reimbursement	(92,689)	
Reduction Instructional Books	(86,716)	
Reduction Teaching Positions - Retirement Exp	(71,616)	
Hire Facilities Manager	(62,752)	
Vacancy Special Ed Teaching Positions	(61,541)	
Tuition Reimbursements	(57,884)	
Vacancy Enrollment Department	(57,870)	
Total Variance	3,144,863	

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

As of June 30, 2022, the Charter School had \$13,330,733 invested in building improvements, furniture, and computer equipment, net of depreciation and amortization.

June 30	Governmental Activities	
	<u>2021 (Restated)</u>	<u>2022</u>
Construction in Progress	\$ 0	\$ 0
Building Improvements	12,360,001	11,639,878
Furniture & Computer Equipment	621,870	940,286
Right-to-use lease assets	<u>2,205,589</u>	<u>750,569</u>
Total	<u>\$ 15,187,460</u>	<u>\$ 13,330,733</u>

Debt Administration

The Charter School has entered into lease agreements for building space and various technology equipment including copiers. The leases have various termination dates through April 2027. These leases include monthly payments of principal and interest at rates ranging from 3.25% - 3.37%. Lease payable at June 30, 2022 was \$786,235.

The 21st Century Cyber Charter School had debt in the amount of \$3,062,881 at the year ended June 30, 2021. During the year ended June 30, 2022, the Charter School satisfied the outstanding balance of the Tax Exempt Revenue Note Series of 2019.

See notes to the financial statements for more information on capital assets and debt administration.

ECONOMIC FACTORS AND THE CHARTER SCHOOL'S FUTURE

A charter renewal for 2019-2020 to 2023-2024 was approved and issued in February 2019. A charter amendment was approved on October 26, 2016 to establish a satellite site in Murrysville, PA. This site has been established and is fully staffed.

The Pennsylvania School Employees Retirement System (PSERS) retirement rate history table is below. These rates were determined by PSERS' actuary and are subject to certification by the PSERS Board of Trustees.

Year	Rate
<i>2020-2021</i>	<i>34.51%</i>
<i>2021-2022</i>	<i>34.94%</i>
2022-2023	35.26%

As the political climate stabilizes in Pennsylvania, there has been little movement to seriously pass a charter school reform bill. Any change in the funding formula would likely be a part of that legislation. To date, no legislation has been passed regarding cyber charter school reform. The Board of Trustees has approved a program stabilization fund to provide financial assistance to the Charter School, if needed, should there be changes to the formula.

CONTACTING THE 21st CENTURY CYBER CHARTER SCHOOL FINANCIAL MANAGEMENT

Our financial report is designed to provide our citizens, taxpayers, parents, students, investors, and creditors with a general overview of the Charter School's finances and to show accountability for the money received. If you have questions about this report or wish to request additional financial information, please contact the Open Records Officer, 21st Century Cyber Charter School, 1245 Wrights Lane, West Chester, PA 19380, 484-875-5400.

21st CENTURY CYBER CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2022

	<u>Governmental Activities</u>
ASSETS	
Cash and investments	\$ 18,840,387
Intergovernmental receivables	2,672,419
Prepaid expenses	9,847
Capital assets, net of accumulated depreciation	12,580,164
Right-to-use lease assets, net	<u>750,569</u>
TOTAL ASSETS	<u>34,853,386</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources for pension	9,121,415
Deferred outflows of resources for other postemployment benefits	<u>752,528</u>
TOTAL DEFERRED OUTFLOWS OF RESOURCES	<u>9,873,943</u>
LIABILITIES	
Accounts payable	760,671
Accrued interest	2,206
Accrued salaries and benefits	1,571,862
Unearned revenues	24,085
Noncurrent liabilities, due within one year	161,408
Noncurrent liabilities:	
Noncurrent lease liabilities	624,827
Long-term portion of compensated absences	409,304
Net pension liability	26,564,000
Net other postemployment benefit liabilities	<u>2,257,502</u>
TOTAL LIABILITIES	<u>32,375,865</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources for pension	4,577,000
Deferred inflows of resources for other postemployment benefits	<u>274,262</u>
TOTAL DEFERRED INFLOWS OF RESOURCES	<u>4,851,262</u>
NET POSITION	
Net investment in capital assets	12,544,498
Unrestricted (deficit)	<u>(5,044,296)</u>
TOTAL NET POSITION	<u><u>\$ 7,500,202</u></u>

See accompanying notes.

21st CENTURY CYBER CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenue		Net (Expense)
		Charges for Services	Operating Grants and Contributions	Revenue and Changes in Net Position
				Governmental Activities
Governmental Activities				
Instruction	\$ 14,578,666	\$ 14,385,358	\$ 417,214	\$ 223,906
Instructional student support	4,100,822	4,149,531	63,355	112,064
Administrative and financial support services	5,205,100	5,848,104	-	643,004
Operation and maintenance of plant services	1,242,896	1,409,302	-	166,406
Pupil transportation	1,967	-	-	(1,967)
Student activities	100,426	90,420	-	(10,006)
Interest on long-term debt	119,948	-	-	(119,948)
Total Governmental Activities	<u>\$ 25,349,825</u>	<u>\$ 25,882,715</u>	<u>\$ 480,569</u>	1,013,459
General Revenues				
Investment earnings				9,443
Change in Net Position				1,022,902
Net Position - Beginning of Year				6,477,300
Net Position - End of Year				<u>\$ 7,500,202</u>

21st CENTURY CYBER CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUND

June 30, 2022

	<u>General Fund</u>
ASSETS	
Cash and investments	\$ 18,840,387
Intergovernmental receivables	2,672,419
Accounts receivable	1,967,701
Prepaid expenditures	<u>9,847</u>
TOTAL ASSETS	<u>\$ 23,490,354</u>
 LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	
LIABILITIES	
Accounts payable	\$ 760,671
Accrued salaries and benefits	1,571,862
Unearned revenues	<u>24,085</u>
TOTAL LIABILITIES	2,356,618
 DEFERRED INFLOWS OF RESOURCES	
Unavailable revenue - tuition	584,702
Unavailable revenue - other fees	<u>1,967,701</u>
TOTAL DEFERRED INFLOWS OF RESOURCES	2,552,403
 FUND BALANCE	
Nonspendable	9,847
Committed	13,883,986
Assigned	373,358
Unassigned	<u>4,314,142</u>
TOTAL FUND BALANCE	<u>18,581,333</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	<u>\$ 23,490,354</u>

21st CENTURY CYBER CHARTER SCHOOL

RECONCILIATION OF GOVERNMENTAL FUND BALANCE SHEET TO THE
GOVERNMENT-WIDE STATEMENT OF NET POSITION

June 30, 2022

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

TOTAL FUND BALANCE - GOVERNMENTAL FUND		\$ 18,581,333
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$16,886,788 and the accumulated depreciation is \$3,556,055.		13,330,733
Tuition receivables will be collected this year, but are not available soon enough to pay for the current period's expenditures and therefore are reported as unavailable revenue in the funds. Accounts receivables not collected soon enough to pay for the current period's expenditures are reported as unavailable revenue in the funds and fully reserved on the government-wide financial statements.		584,702
Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:		
Lease payable	(786,235)	
Accrued interest on leases	(2,206)	
Long-term portion of compensated absences	<u>(409,304)</u>	(1,197,745)
The net pension liability and related deferred outflows and inflows of resources for pensions are not reflected on the fund financial statements.		(22,019,585)
The net other postemployment benefit liabilities and related deferred outflows and inflows of resources for other postemployment benefits are not reflected on the fund financial statements.		<u>(1,779,236)</u>
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES		<u><u>\$ 7,500,202</u></u>

21st CENTURY CYBER CHARTER SCHOOL

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
GOVERNMENTAL FUND**

For the Year Ended June 30, 2022

	<u>General Fund</u>
REVENUES	
Local sources	\$ 25,978,880
State sources	<u>69,556</u>
TOTAL REVENUES	26,048,436
 EXPENDITURES	
Current:	
Instructional services	11,550,434
Support services	9,175,874
Operation of noninstructional services	72,719
Debt service:	
Principal	4,450,136
Interest	<u>125,379</u>
TOTAL EXPENDITURES	<u>25,374,542</u>
EXCESS OF REVENUES OVER EXPENDITURES	673,894
 OTHER FINANCING SOURCES	
Proceeds from lease issuance	24,587
Proceeds from sale of fixed assets	<u>30,447</u>
TOTAL OTHER FINANCING SOURCES	<u>55,034</u>
NET CHANGE IN FUND BALANCE	728,928
 FUND BALANCE - BEGINNING OF YEAR	<u>17,852,405</u>
FUND BALANCE - END OF YEAR	<u><u>\$ 18,581,333</u></u>

21st CENTURY CYBER CHARTER SCHOOL

**RECONCILIATION OF THE GOVERNMENTAL FUND STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCE TO THE
GOVERNMENT-WIDE STATEMENT OF ACTIVITIES**

For the Year Ended June 30, 2022

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

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND \$ 728,928

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

Capital outlays (including prior year prepaid rent of \$56,686)	\$ 528,218		
Less: depreciation and amortization expense	(1,404,108)		
Less: loss on disposals	(924,151)		
			(1,800,041)

Because some revenue will not be collected for several months after the Charter School's year end, they are not considered as "available" revenues in the governmental funds. This entry also records an allowance for uncollectible receivables.

324,291

Issuance of long-term debt (e.g. notes) provides current financial resources to the governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds.

Proceeds from lease issuance	(24,587)		
Repayment of note principal	3,062,881		
Repayment of lease principal	1,387,255		
			4,425,549

Interest expense incurred on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of current financial resources.

5,431

Some expenses reported in the statement of activities do not require the use of current financial resources and are not reported as expenditures in governmental funds. The difference in the amount incurred and amount paid of these activities is:

Compensated absences	1,488		
Net pension liability and related deferred outflows and inflows	(2,396,315)		
Net OPEB liability and related deferred outflows and inflows	(266,429)		
			(2,661,256)

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ 1,022,902

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

The 21st Century Cyber Charter School (the “Charter School”) was originally chartered through West Chester Area School District. The Charter School was established in April 2001 and began operations in July 2001. Effective July 1, 2006, the Charter School became chartered directly through the Pennsylvania Department of Education. The current charter expires June 30, 2024.

The Charter School is located in West Chester, Pennsylvania, and was established to provide services to students located in Pennsylvania. The Charter School is governed by a board consisting of the executive director of the Chester County Intermediate Unit, active superintendents from Chester County school districts, and one or more parents of children enrolled in the Charter School.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the 21st Century Cyber Charter School have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles. The more significant of these accounting principles are as follows:

A. Reporting Entity

As required by generally accepted accounting principles, the financial statements of the reporting entity include those of the Charter School and its component units.

The Charter School used guidance contained in generally accepted accounting principles to evaluate the possible inclusion of related entities (authorities, boards, councils, fiduciary activities, etc.) within its reporting entity. Accounting principles generally accepted in the United States of America require that the reporting entity consists of the primary government and organizations for which the primary government is financially accountable. In addition, the primary government may determine, through the exercise of management’s professional judgment, that the inclusion of an organization that does not meet the financial accountability criteria is necessary in order to prevent the reporting entity’s financial statements from being misleading. In such instances, that organization should be included as a component unit if the nature and significance of their relationship with the primary government or other component units are such that the exclusion from the financial reporting entity would render the financial reporting entity’s financial statements incomplete or misleading. In evaluating how to define the reporting entity, management has considered all potential component units.

Based on the foregoing criteria, the Charter School has determined it has no component units.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

B. Basis of Presentation - Government-Wide Financial Statements

Government-wide financial statements (i.e., the statement of net position and the statement of activities) display information about the reporting entity, except for its fiduciary activities. All fiduciary activities are reported only in the fund financial statements. The government-wide statements include separate columns for the governmental and business-type activities of the primary government, as well as any discretely presented component units. Governmental activities, which normally are supported by intergovernmental revenues and other nonexchange transactions, are reported separately from business-type activities which rely to a significant extent on fees and charges for support. Likewise, the primary government is reported separately from the legally separate component units for which the primary government is financially accountable. The Charter School presently only has governmental activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function to the Charter School are offset by the program revenues related to that function. Direct expenses are those that are directly related to and clearly identified with a function. Program revenues include 1) charges to customers or others who purchase, use or directly benefit from services or goods provided by a given function, or 2) grants and contributions that are restricted to meet the operational or capital requirements of a function. Other items properly not included in program revenues are reported as general revenues.

C. Basis of Presentation - Fund Financial Statements

The fund financial statements provide information about the government's funds, including its fiduciary funds. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds. Fiduciary funds are reported by fund type.

The Charter School Reports the Following Major Governmental Fund:

General Fund: The general fund is the general operating fund of the Charter School. It is used to account for all financial resources. All activities of the Charter School are accounted for through this fund.

The Charter School does not currently have any enterprise or fiduciary funds.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

D. Measurement Focus and Basis of Accounting

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

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

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Charter School considers revenues to be available if they are collected within 90 days of the end of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source. If time eligibility requirements are not met, deferred inflows of resources would be recorded. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

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, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt, including draw down notes, and acquisitions under capital leases are reported as other financing sources.

E. Budgetary Information

1. Budgetary Basis of Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the general fund. All annual appropriations, except unexpended grant appropriations and encumbrances, lapse at fiscal year end. The Charter School's 2021-2022 budget was prepared and approved by the board of trustees prior to submitting the budget to the Pennsylvania Department of Education.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position

1. Investments

Investments are stated at fair value in accordance with Governmental Accounting Standards Board Statement No. 72, *Fair Value Measurement and Application*, except for investments in external investment pools, which are valued at amortized costs if required criteria are met as outlined in Governmental Accounting Standards Board Statement No. 79, *Certain External Investment Pools and Pool Participant*.

The Charter School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure 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.

Investments are exposed to various risks such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes in the fair value of investments will occur in the near-term and that such changes could materially affect the amounts reported in the statement of net position.

2. Receivables

The intergovernmental receivables are amounts due from local school districts and the Pennsylvania Department of Education (PDE). Accounts receivable represents amounts due for equipment that has been damaged or was not returned. Management evaluates the collectible nature of outstanding receivables and records an allowance if needed.

3. Prepaid Items

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

4. Capital Assets, Depreciation, and Amortization

The Charter School's capital assets with useful lives of more than one year are stated at historical cost and comprehensively reported in the government-wide financial statements. The reported value excludes normal maintenance and repairs, which are essentially amounts spent in relation to capital assets that do not increase the capacity or efficiency of the item or extend its useful life beyond the original estimate. Donated capital assets are valued at the estimated fair value of the item at the date of donation.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

4. Capital Assets, Depreciation, and Amortization - continued

The Charter School generally capitalizes assets with a cost of \$5,000 or more as purchase and construction outlays occur. Assets purchased or constructed with long-term debt may be capitalized regardless of the threshold established. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. Construction in progress is stated at cost and consists primarily of costs incurred on construction projects. No provision for depreciation is made on construction in progress until the assets are complete and placed into service. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Right-to-use lease assets are reported when a qualifying lease liability is incurred.

Estimated useful lives for depreciable assets are as follows:

Assets	Years
Building and building improvements	7 - 50
Furniture and computer equipment	5 - 20
Right-to-use lease assets	3 - 6

5. Valuation of Long-Lived Assets

Long-lived assets to be held and used are required to be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. In general, any long-lived assets to be disposed of are reported at the lower of carrying amount or fair value less cost to sell. The Charter School periodically evaluates the recoverability of its long-lived assets, including real estate and improvements and deferred costs, using objective methodologies. Such methodologies include evaluations based on cash flows generated by the underlying assets or other determinants of fair value. None of the Charter School's long-lived assets were considered to be impaired as of June 30, 2022.

6. Unearned Revenues

Revenues that are received but not earned are reported as unearned revenues in the government-wide, governmental, and proprietary fund financial statements. Unearned revenues arise when resources are received prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the Charter School has legal claim to the resources, the liability for unearned revenue is removed from the respective financial statements and revenue is recognized.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

7. Compensated Absences

Charter School policies permit employees to accumulate earned but unused vacation, personal, and sick days based on employment agreements. Payments for vacation, sick pay, and personal leave are expensed as paid in the governmental fund statements. Accumulated vacation, personal, and sick leave that is expected to be liquidated with expendable available financial resources and that has matured is reported as an expenditure and a fund liability in the governmental fund that will pay it. Accumulated vacation, personal, or sick leave that is not expected to be liquidated with expendable available financial resources and that has not matured is reported as a long-term liability in the proprietary funds and the government-wide financial statements and is expensed as incurred.

8. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the governmental activity column in the statement of net position.

In the fund financial statements, governmental fund types recognize the face amount of debt issued or incurred and any original issue discounts or premiums are reported as other financing sources and uses. Issuance costs and underwriter's discount, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

9. Leases

21st Century Cyber Charter School is a lessee for noncancellable leases of equipment and building space. The Charter School recognizes a lease liability and an intangible right-to-use lease asset (lease asset) in the government-wide financial statements. 21st Century Cyber Charter School recognizes lease liabilities with an initial, individual value of \$5,000 or more.

At the commencement of a lease, the Charter School initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

9. Leases - continued

Key estimates and judgments related to leases include how the Charter School determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The Charter School uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the Charter School generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Also included within the lease term are any qualifying lease renewals or early termination options that the Charter School is reasonably certain to exercise or not exercise. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the Charter School is reasonably certain to exercise.

The Charter School monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported as right-to-use assets with other capital assets and lease liabilities are reported with noncurrent liabilities on the statement of net position.

10. Pension

The Charter School contributes to the Public School Employees Retirement System (PSERS), a cost-sharing multiple-employer defined benefit pension plan. The Charter School accounts for the plan under the provisions of GASB Statement No. 68, which establishes standards for the measurement, recognition, and display of pension expense and related liabilities, deferred outflows and deferred inflows of resources related to pension, certain required supplementary information, and note disclosures.

For the purpose of measuring net pension liability, deferred outflows of resources, and deferred inflows of resources related to pension 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 refund of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

11. Other Postemployment Benefits (OPEB)

The Charter School's other postemployment benefit plans are accounted for under the provisions of GASB Statement No. 75, which establishes standards for the measurement, recognition, and display of other postemployment benefit expense and related liabilities, deferred outflows and deferred inflows of resources related to other postemployment benefits, certain required supplementary information, and note disclosures. The Charter School provides OPEB under the following two plans:

PSERS OPEB Plan

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 are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Charter School OPEB Plan

The Charter School sponsors a single-employer defined benefit OPEB plan. For purposes of measuring the total 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 OPEB plan and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the plan. For this purpose, the plan recognizes benefit payments when due and payable in accordance with the benefit terms. The Charter School OPEB plan is unfunded.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

12. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expenses) until then. The Charter School has two items that qualify for reporting in this category:

Deferred outflows of resources for pension relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions made to the pension plan subsequent to the measurement date and prior to the Charter School's year end. The contributions will be recognized as a reduction in net pension liability in the following year.

Deferred outflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from the changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions or benefit payments made subsequent to the measurement date and prior to the Charter School's year end. These payments will be recognized as a reduction to the net other postemployment benefit liability in the following year.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

12. Deferred Outflows/Inflows of Resources - continued

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The Charter School has three types of items that qualify for reporting in this category:

Unavailable revenue arises only under a modified accrual basis of accounting and is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from tuition and other fees. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available.

Deferred inflows of resources for pensions relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

Deferred inflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

13. Net Position

Net position represents the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources. Net investment in the capital assets component of net position is comprised 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. In addition, any deferred outflows of resources and/or deferred inflows of resources related to such capital assets or liabilities associated with the capital assets should also be added to or deducted from the overall net investment in capital assets. The restricted component of net position is used when there are limitations imposed on their use either through the enabling legislation adopted by a higher governmental authority or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The remaining component of net position is unrestricted.

The Charter School applies restricted resources first when an expense is incurred for purposes for which both the restricted and unrestricted components of net position are available.

14. Fund Balance Policies and Flow Assumptions

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The Charter School itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

The restricted fund balance classification represents funds that are limited in use due to constraints for a specific purpose through restrictions by external parties, grant agreements, or enabling legislation.

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the Charter School's highest level of decision-making authority. The board of trustees is the highest level of decision-making authority for the Charter School that can, by adoption of a resolution prior to the end of the fiscal year, commit fund balance. Once adopted, the limitation imposed by the resolution remains in place until a similar action is taken (the adoption of another resolution) to remove or revise the limitation.

Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as committed. The director/CEO or designee may assign fund balance. Unlike commitments, assignments generally only exist temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

14. Fund Balance Policies and Flow Assumptions - continued

The Charter School does not have a minimum fund balance policy.

Sometimes the government will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. The Charter School's policy states there are no restrictions placed on the order of the unrestricted fund balances used when an expenditure is incurred for a purpose in which unrestricted fund balance amounts are available under committed, assigned, or unassigned fund balance. The decision will be made at the discretion of the director/CEO.

G. Use of Estimates

The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

H. Adoption of Accounting Standards

During the year ended June 30, 2022 the Charter School adopted new accounting guidance GASB Statement No. 87, retroactive to July 1, 2021. GASB Statement No. 87 was issued to recognize certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. The adoption of this standard resulted in no restatement to beginning net position.

Effective July 1, 2021, the Charter School adopted new accounting standard guidance GASB Statement No. 89 related to accounting requirements for interest expenses incurred before the end of a construction period. Under this statement, interest expenses incurred before the end of a construction period must be recognized as an expense in the period in which the expenses are incurred for financial statements prepared using the economic resources measurement focus. The adoption of this standard resulted in no restatement to beginning net position.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 - STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

A. Compliance with Finance Related Legal and Contractual Provisions

The Charter School had no material violations of finance related legal and contractual provisions.

B. Deficit Fund Balance or Net Position of Individual Funds

For the year ended June 30, 2022, no individual funds had a deficit fund balance or net position.

NOTE 3 - CASH AND INVESTMENTS

Under Section 440.1 of the Public School Code of 1949, as amended, the Charter School is permitted to invest funds 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 to the extent that such accounts are so insured and for any amounts above the insured maximum, provided that approved collateral as provided by law, therefore, shall be pledged by the depository.

Pennsylvania Act 10 of 2016 became effective May 25, 2016, and expanded the permitted investment types to include commercial paper, bankers' acceptances, negotiable certificates of deposit, and insured bank deposit reciprocals as long as certain safeguards related to credit quality and maturity are met.

The deposit and investment policy of the Charter School adheres to state statutes. There were no deposits or investment transactions during the year that were in violation of either the state statutes or the policy of the Charter School.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 3 - CASH AND INVESTMENTS - CONTINUED

The breakdown of total cash and investments on the financial statements are as follows at June 30, 2022:

Petty cash	\$	158
Demand deposits		8,833,562
Certificates of deposit		1,992,000
Pooled cash and investments		<u>8,014,667</u>
		<u>\$ 18,840,387</u>

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Charter School does not have a policy for custodial credit risk. As of June 30, 2022, the carrying amount of the Charter School's deposits was \$10,825,562 and the bank balance was \$10,913,330. Of the bank balance, \$2,242,000 was covered by federal depository insurance and \$8,671,330 of the Charter School's bank balance was exposed to custodial credit risk but covered by collateralization requirements in accordance with Act 72 of the 1971 Session of the General Assembly.

Investments

As of June 30, 2022, the Charter School had the following pooled cash and investments:

	<u>Maturities</u>	<u>Fair Value/ Carrying Value</u>
PA School District Liquid Asset Fund:		
MAX Account Balance		\$ 7,013,303
Full Flex Pool	< 1 year	<u>1,001,364</u>
Total Pooled Cash and Investments		<u>\$ 8,014,667</u>

Certain external investments held by the Charter School, based on portfolio maturity, quality, diversification, and liquidity measures qualify for measurement at amortized cost at both the pool and participating government level consistent with GASB Statement No. 79. The Charter School measures those investments, which include \$8,014,667 (PSDLAF) at amortized cost. All investments in external investment pools that are not registered with the Securities and Exchange Commission are subject to oversight by the Commonwealth of Pennsylvania.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 3 - CASH AND INVESTMENTS - CONTINUED

Investments - continued

A portion of the Charter School’s deposits were in the Pennsylvania School District Liquid Asset Fund. PSDLAF acts like a money market mutual fund in that the objective is to maintain a stable net asset value of \$1 per share, is rated by nationally recognized statistical rating organization, and is subject to an independent annual audit.

The PSDMAX fund invests in U.S. treasury securities, U.S. government securities, its agencies and instrumentalities, and repurchase agreements, collateralized by such securities and contracted with highly-rated counterparties. Weighted average portfolio maturity for the fund is expected to be kept at or below 60 days. PSDMAX does not have limitations or restrictions on withdrawals.

The PSDLAF Full Flex Pool, as part of the Fixed-Term Series at PSDLAF, are a fixed-term investment collateralized in accordance with Act 72 and invests in assets listed above as permitted under Section 440.1 of the Public School Code of 1949. The Fixed-Term Series are fixed-term investment vehicles with maturities depending upon the maturity date of each particular Fixed-Term Series. All investments in a Fixed-Term Series by a Settlor are intended to be deposited for the full term of the particular Fixed-Term Series; however, participants in the full flex pool may remove funds without early withdrawal penalty. Whether a Fixed-Term Series has only one Settlor or more than one Settlor participating in it, each certificate of deposit in which the monies in such Fixed-Term Series are invested is registered in the name of that particular Fixed-Term Series.

As of June 30, 2022, the entire PSDLAF book balance of \$8,014,667 is considered to be a cash equivalent for presentation on the government-wide and fund financial statements.

Interest Rate Risk

The Charter School does have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The investment program is reviewed annually by the board of trustees.

Credit Risk

The Charter School has no investment policy that would limit its investment choices to certain credit ratings. As of June 30, 2022, the Charter School’s investments were rated as:

<u>Investment</u>	<u>Standard & Poor's</u>
Pennsylvania School District Liquid Asset Fund	AAAm

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 3 - CASH AND INVESTMENTS - CONTINUED

Concentration of Credit Risk

The Charter School places no limit on the amount the Charter School may invest in any one issuer. As of June 30, 2022, the Charter School did not have any investments subject to concentration of credit risk.

Custodial Credit Risk

For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty, the Charter School will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. The Charter School has no investments subject to custodial credit risk.

NOTE 4 - INTERGOVERNMENTAL RECEIVABLES, ACCOUNTS RECEIVABLE, AND UNAVAILABLE REVENUE

The intergovernmental and state receivables are due from local school districts and the Pennsylvania Department of Education (PDE); therefore, management believes that they are fully collectible. Thus, no allowance has been deemed necessary or recorded in the accompanying financial statements. The intergovernmental receivables balance totals \$2,672,419 as of June 30, 2022.

Accounts receivable represents payments due for damaged or unreturned equipment from students totaling \$1,967,701. Management has determined that these receivables should be fully reserved in the government-wide financial statements.

The Charter School reports unavailable revenue of \$2,552,403 at June 30, 2022, consisting of \$584,702 of tuition revenue and \$1,967,701 of fees for damaged or unreturned equipment which were not collected within 90 days of the fiscal year end.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 5 - CHANGES IN CAPITAL ASSETS

Capital asset balances and activity for the year ended June 30, 2022, were as follows:

	Beginning Balance (Restated)	Increase	Decrease	Ending Balance
Governmental Activities				
Capital assets being depreciated:				
Building and building improvements	\$ 13,862,089	\$ -	\$ -	\$ 13,862,089
Furniture and computer equipment	1,817,468	446,493	(155,125)	2,108,836
Total assets being depreciated	<u>15,679,557</u>	<u>446,493</u>	<u>(155,125)</u>	<u>15,970,925</u>
Less accumulated depreciation for:				
Building and building improvements	1,502,088	720,123	-	2,222,211
Furniture and computer equipment	1,195,598	128,077	(155,125)	1,168,550
Total accumulated depreciation	<u>2,697,686</u>	<u>848,200</u>	<u>(155,125)</u>	<u>3,390,761</u>
TOTAL CAPITAL ASSETS BEING DEPRECIATED, NET	12,981,871	(401,707)	-	12,580,164
Right-to-use lease assets being amortized:				
Buildings	890,824	-	-	890,824
Equipment	1,314,765	25,039	1,314,765	25,039
Total lease assets being amortized	<u>2,205,589</u>	<u>25,039</u>	<u>1,314,765</u>	<u>915,863</u>
Less accumulated amortization for:				
Buildings	-	164,460	-	164,460
Equipment	-	391,448	390,614	834
Total accumulated amortization	<u>-</u>	<u>555,908</u>	<u>390,614</u>	<u>165,294</u>
Total right-to-use lease assets being amortized, net	<u>2,205,589</u>	<u>(530,869)</u>	<u>924,151</u>	<u>750,569</u>
GOVERNMENTAL ACTIVITIES, CAPITAL ASSETS, NET	<u>\$ 15,187,460</u>	<u>\$ (932,576)</u>	<u>\$ 924,151</u>	<u>\$ 13,330,733</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 5 - CHANGES IN CAPITAL ASSETS - CONTINUED

Depreciation and amortization expense was charged to functions/programs of the governmental activities of the primary government as follows:

Instruction	\$ 861,729
Instructional student support	136,094
Administrative and financial support services	191,803
Operation and maintenance of plant services	211,516
Student activities	<u>2,966</u>
TOTAL DEPRECIATION AND AMORTIZATION EXPENSE - GOVERNMENTAL ACTIVITIES	<u><u>\$ 1,404,108</u></u>

NOTE 6 - LONG-TERM LIABILITIES

Leases

The Charter School has entered into lease agreements for building space and various technology equipment including copiers. The leases have various termination dates through April 2027. These leases include monthly payments of principal and interest at rates ranging from 3.25% - 3.37%.

Future lease maturities as of June 30 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 161,408	\$ 24,006	\$ 185,414
2024	170,576	18,432	189,008
2025	180,137	12,543	192,680
2026	190,098	6,326	196,424
2027	<u>84,016</u>	<u>738</u>	<u>84,754</u>
	<u><u>\$ 786,235</u></u>	<u><u>\$ 62,045</u></u>	<u><u>\$ 848,280</u></u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 6 - LONG-TERM LIABILITIES - CONTINUED

Leases - continued

Long-term liability balances and activity for the year ended June 30, 2022, are as follows:

	Beginning Balance (Restated)	Additions	Reductions	Ending Balance	Amounts Due Within One Year
Governmental Activities					
Direct borrowings	\$ 3,062,881	\$ -	\$ 3,062,881	\$ -	\$ -
Lease liabilities	2,148,903	24,587	1,387,255	786,235	161,408
Total payable	<u>5,211,784</u>	<u>24,587</u>	<u>4,450,136</u>	<u>786,235</u>	<u>161,408</u>
Compensated absences	410,792	-	1,488	409,304	-
Net pension liability	27,623,000	2,063,173	3,122,173	26,564,000	-
Net other postemployment benefit liabilities (OPEB)	<u>1,809,417</u>	<u>524,486</u>	<u>76,401</u>	<u>2,257,502</u>	<u>-</u>
Total governmental long-term liabilities	<u>\$ 35,054,993</u>	<u>\$ 2,612,246</u>	<u>\$ 7,650,198</u>	<u>\$ 30,017,041</u>	<u>\$ 161,408</u>

Payments on direct borrowings and lease liabilities are made by the general fund. Total interest paid during the year ended June 30, 2022, was \$125,379. The lease and compensated absence liabilities will be liquidated by the general fund. The net pension and PSERS OPEB Plan portion of the OPEB liability will be liquidated through future contributions to PSERS at the statutory rates; contributions will be made from the general fund. The Charter School OPEB Plan portion of the OPEB liability will be liquidated through future payments from the general fund.

During the year ended June 30, 2022, the Charter School satisfied the outstanding balance of the Tax Exempt Revenue Note Series of 2019 which is reported as a direct borrowing in the table above.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - EMPLOYEE RETIREMENT PLANS

Employee Defined Benefit Pension Plan

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 under Title 24, Part IV of the Pennsylvania General Assembly. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a 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 2.0% 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 10 years of service.

Act 5 of 2017 (Act 5) introduced a hybrid benefit plan with two membership classes and a separate defined contribution plan for individuals who become new members on or after July 1, 2019. Act 5 created two new hybrid membership classes, Membership class T-G (Class T-G) and Membership Class T-H (Class T-H) and the separate defined contribution membership class, Membership Class DC (Class DC).

Class T-G and Class T-H members who qualify for a defined benefit normal retirement benefit must work until age 67 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 97 with a minimum 35 years of service.

Defined benefits for T-G and T-H are 1.25% or 1.00%, 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. A member's right to a defined benefit is vested in 10 years.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Benefits Provided - continued

Participants are eligible for disability retirement benefits after completion of 5 years of credited service. Such benefits are generally equal to 2.0% 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 1 year of credited service (age 65 with at least 3 years of credited service for Class T-E and Class T-F members) or who has at least 5 years of credited service (10 years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

The contribution policy is set by state statute and requires contributions by active members and employers. The contribution rates based on qualified member compensation for virtually all members is presented below:

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

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Contributions - continued

Shared Risk Program Summary				
Membership Class	Defined Benefit (DB) Base Rate	Shared Risk Increment	Minimum	Maximum
T-E	7.50%	+/- 0.50%	5.50%	9.50%
T-F	10.30%	+/- 0.50%	8.30%	12.50%
T-G	5.50%	+/- 0.75%	2.50%	8.50%
T-H	4.50%	+/- 0.75%	1.50%	7.50%

Employer Contributions:

The Charter School’s contractually required contribution rate for the fiscal year ended June 30, 2022 was 33.99% 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 Charter School were \$3,156,161 for the year ended June 30, 2022. The Charter School also contributed \$13,927 to the defined contribution plan during the year ended June 30, 2022.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the Charter School reported a liability of \$26,564,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, 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, 2020 to June 30, 2021. The Charter 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, 2022, the Charter School’s proportion was 0.0647%, which was an increase of 0.0086% from its proportion measured as of June 30, 2021.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

For the year ended June 30, 2022, the Charter School recognized pension expense of \$5,552,476. At June 30, 2022, the Charter School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 20,000	\$ 349,000
Changes of assumptions	1,288,000	-
Net difference between projected and actual investment earnings	-	4,228,000
Changes in proportion - plan level	4,590,000	-
Difference between employer contributions and proportionate share of total contributions	67,254	-
Contributions made subsequent to the measurement date	3,156,161	-
	<u>\$ 9,121,415</u>	<u>\$ 4,577,000</u>

The \$3,156,161 reported as deferred outflows of resources related to pensions resulting from Charter School contributions made subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows for the years ending June 30:

2023	\$ 1,219,071
2024	991,717
2025	534,619
2026	<u>(1,357,153)</u>
	<u>\$ 1,388,254</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Actuarial Assumptions

The total pension liability at June 30, 2021 was determined by rolling forward the System's total pension liability at June 30, 2020 to June 30, 2021 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 7.00%, includes inflation at 2.50%.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Mortality Improvement Scale.

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2020.

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

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.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Actuarial Assumptions - continued

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021 is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global public equity	27.0%	5.2%
Private equity	12.0%	7.3%
Fixed income	35.0%	1.8%
Commodities	10.0%	2.0%
Absolute return	8.0%	3.1%
Infrastructure/MLPs	8.0%	5.1%
Real estate	10.0%	4.7%
Cash	3.0%	0.1%
Leverage	<u>(13.0%)</u>	0.1%
	<u>100.0%</u>	

Discount Rate

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

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

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

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

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
Charter School's proportionate share of the net pension liability	\$ 34,866,000	\$ 26,564,000	\$ 19,560,000

Pension Plan Fiduciary Net Position

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

Payables to the Pension Plan

At June 30, 2022, the Charter School had an accrued balance due to PSERS, including contributions related to pension and OPEB of \$798,189. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2022 through June 2022.

403(b) Tax Shelter Plan

The Charter School has established a 403(b) tax shelter plan permitting the establishment of accounts for school employees to voluntarily set aside monies to supplement their retirement income. All school employees are eligible to participate.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS

Employee Defined Benefit Other Postemployment Benefit Plans

The Charter School has other postemployment benefits (OPEB) under 2 different plans: (1) a cost-sharing, multiple employer, employee defined benefit other postemployment benefits plan administered through PSERS (PSERS OPEB Plan), and (2) a single employer defined benefit healthcare plan (Charter School OPEB Plan). The Charter School’s aggregate net OPEB liability and deferred outflows and inflows of resources related to OPEB at June 30, 2022 are as follows:

Plan	Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources
PSERS OPEB Plan	\$ 1,534,000	\$ 650,826	\$ 20,000
Charter School OPEB Plan	<u>723,502</u>	<u>101,702</u>	<u>254,262</u>
Total	<u><u>\$ 2,257,502</u></u>	<u><u>\$ 752,528</u></u>	<u><u>\$ 274,262</u></u>

PSERS OPEB Plan

General Information About the PSERS OPEB Plan

Health Insurance Premium Assistance Program

PSERS (the System) provides Premium Assistance which is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002, under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS’ Health Options Program. As of June 30, 2021, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance Program if they satisfy the following criteria:

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

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

Pension Plan Description

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

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2021, there were no assumed future benefit increases to participating eligible retirees.

Contributions

The contribution policy is set by state statute. A portion of each employer's contribution is set aside for premium assistance. The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2022, was 0.80% 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 Charter School were \$74,826 for the year ended June 30, 2022.

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB

At June 30, 2022, the Charter School reported a liability of \$1,534,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2021, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2020 to June 30, 2021. The Charter 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, 2022, the Charter School's proportion was 0.0647% which was an increase of 0.0087% from its proportion measured as of June 30, 2021.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

For the year ended June 30, 2022, the Charter School recognized OPEB expense of \$194,401. At June 30, 2022, the Charter School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 14,000	\$ -
Changes of assumptions	163,000	20,000
Net difference between projected and actual investment earnings	3,000	-
Changes in proportion	396,000	-
Contributions made subsequent to the measurement date	<u>74,826</u>	<u>-</u>
	<u>\$ 650,826</u>	<u>\$ 20,000</u>

The \$74,826 reported as deferred outflows of resources related to OPEB resulting from Charter School contributions made subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows for the years ending June 30:

2023	\$ 127,000
2024	126,000
2025	113,000
2026	82,000
2027	62,000
Thereafter	<u>46,000</u>
	<u>\$ 556,000</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions

The total OPEB liability as of June 30, 2021, was determined by rolling forward the System's total OPEB liability as of June 30, 2020 to June 30, 2021 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.18% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate pre-age 65 at 50%
 - Eligible retirees will elect to participate post-age 65 at 70%

The actuarial assumptions used in the June 30, 2020 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, 2019 determined the employer contribution rate for fiscal year 2021.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63% of eligible retirees are assumed to elect 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.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions - continued

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

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the 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.

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021 is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	79.8%	0.1%
US Core fixed income	17.5%	0.7%
Non-US developed fixed	2.7%	(0.3%)
	<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total OPEB liability was 2.18%. 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 2.18% which represents the S&P 20-year Municipal Bond Rate at June 30, 2021, was applied to all projected benefit payments to measure the total OPEB liability.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Sensitivity of the Charter School's Proportionate Share of the Net OPEB Liability to Changes in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2021, 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, 2021, 93,392 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2021, 611 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 in the next section.

The following presents the Charter School's proportionate share of the net OPEB liability for the June 30, 2021 measurement date, calculated using current Healthcare cost trends as well as what the Charter School's proportionate share of the net OPEB liability would be if the health cost trends were one-percentage point lower or one-percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Rate</u>	<u>1% Increase</u>
Charter School's proportionate share of the net OPEB liability	\$ 1,534,000	\$ 1,534,000	\$ 1,535,000

Sensitivity of the Charter 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 2.18%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (1.18%) or one-percentage point higher (3.18%) than the current rate:

	<u>1% Decrease 1.18%</u>	<u>Current Discount Rate 2.18%</u>	<u>1% Increase 3.18%</u>
Charter School's proportionate share of the net OPEB liability	\$ 1,761,000	\$ 1,534,000	\$ 1,348,000

. OPEB Plan Fiduciary Net Position

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

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Payables Related to the Plan

At June 30, 2022, the Charter School had an accrued balance due to PSERS of \$798,189 including balances related to pension and OPEB. This amount represents the Charter School’s contractually obligated contributions for wages earned in April 2022 through June 2022.

Charter School OPEB Plan

General Information About the Charter School OPEB Plan

Plan Description

21st Century Cyber Charter School administers a single-employer defined benefit healthcare plan (the OPEB Plan). The Charter School OPEB Plan provides medical, prescription drug, dental, vision, and life insurance for eligible retirees through the Charter School’s health insurance plan, which covers both active and retired members. Benefit provisions are established by the Charter School. The OPEB Plan does not issue a publicly available financial report and no assets are accumulated in a trust that meets the criteria in Governmental Accounting Standards Board Statement No. 75 to pay related benefits.

Benefits Provided

The Charter School classifies employees in the following categories: CEO/Director, Administrators, and Project Staffing. Contribution requirements are established by the Charter School. Below is a summary of the postemployment benefits provided to each of these groups:

CEO/Director

<i>ELIGIBILITY</i>	<i>COVERAGE AND PREMIUM SHARING</i>	<i>DURATION</i>
Act 110/43 requirements of PSERS Retirement with 10 years of service with 21CCCS	<u>Coverage</u> Medical, Prescription Drug, Dental, and Vision Insurance <u>Premium Sharing</u> The Board will pay the costs of medical, prescription drug, vision and dental for the CEO/Director and spouse. <u>Dependents</u> Spouse included	Member and spouse coverage is provided until the earlier of Member attaining age 65 or Member Medicare Age.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

General Information About the Charter School OPEB Plan - continued

Benefits Provided - continued

Administrators

<i>ELIGIBILITY</i>	<i>COVERAGE AND PREMIUM SHARING</i>	<i>DURATION</i>
Act 110/43 requirements or PSERS Retirement with 10 to 19 years of service with 21CCCS	<p><u>Coverage</u> Medical, Prescription Drug, Dental, Vision, and Life Insurance</p> <p><u>Premium Sharing</u> The maximum life insurance provided to a retiree is 2.5 times annual base salary prior to retirement up to a maximum coverage amount of \$350,000. The Charter School will pay ½ the cost of premium for the group term life insurance.</p> <p>If the Retiree is eligible for PSERS retirement with at least 10 years of service with the Charter School, the Charter School will provide a subsidy for one year of medical, prescription drug, dental and vision coverage for every 2 years of service with the school, up to a maximum of 7 years. Retiree will provide payment equal to the premium determined for the purpose of COBRA for dental and vision coverage. For medical and prescription drug premiums, the Charter School's contribution level will be the same dollar amount contributed in the retiree's last year of employment. Retiree must pay the active employee cost share amount at retirement as well as any increases in premium.</p> <p><u>Dependents</u> Spouse and Family included</p>	<p>Member coverage is provided until the later of a) the expiration of the Charter School's subsidy or b) Member Medicare age.</p> <p>Spousal coverage is provided until the later of a) expiration of the Charter School's subsidy or b) earlier of Member Medicare age or Spouse Medicare age.</p> <p>Life insurance is provided until the member age 65.</p>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

General Information About the Charter School OPEB Plan - continued

Benefits Provided - continued

Administrators - continued

<i>ELIGIBILITY</i>	<i>COVERAGE AND PREMIUM SHARING</i>	<i>DURATION</i>
Act 110/43 requirements or PSERS Retirement with 20 or more years of service with 21CCCS	<p><u>Coverage</u> Medical, Prescription Drug, Dental, Vision, and Life Insurance</p> <p><u>Premium Sharing</u> The maximum life insurance provided to a retiree is 2.5 times annual base salary prior to retirement up to a maximum coverage amount of \$350,000. The Charter School will pay ½ the cost of premium for the group term life insurance.</p> <p>If the Retiree is eligible for PSERS retirement with at least 10 years of service with the Charter School, the Charter School will provide a subsidy for one year of medical, prescription drug, dental and vision coverage for every 2 years of service with the school, up to a maximum of 7 years. Retiree will provide payment equal to the premium determined for the purpose of COBRA for dental and vision coverage. For medical and prescription drug premiums, the Retiree must pay the greater of the PSERS Supplement or the active employee cost share amount. Upon the expiration of the subsidy, if the Retiree qualifies for Act 110/43, the Retiree may continue coverage by providing payment equal to the premium determined for the purpose of COBRA until Medicare age. If the Retiree does not qualify for Act 110/43 upon the expiration of the subsidy, the Retiree cannot continue coverage. If a retiree does not qualify for the Charter School subsidy but qualifies for Act 110/43, the Retiree may continue coverage until Medicare age by paying the COBRA premium.</p> <p><u>Dependents</u> Spouse and Family included</p>	<p>Member coverage is provided until the later of a) the expiration of the Charter School's subsidy or b) Member Medicare age.</p> <p>Spousal coverage is provided until the later of a) expiration of the Charter School's subsidy or b) earlier of Member Medicare age or Spouse Medicare age.</p> <p>Life insurance is provided until the member age 65.</p>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

General Information About the Charter School OPEB Plan - continued

Benefits Provided - continued

Project Staffing

<i>ELIGIBILITY</i>	<i>COVERAGE AND PREMIUM SHARING</i>	<i>DURATION</i>
Act 110/43 requirements or 20 years of service with 21CCCS	Act 110/43	Act 110/43

Act 110/43 Eligibility: All employees are eligible for this benefit upon retirement with 30 years of PSERS service or upon superannuation retirement.

Act 110/43 Coverage and Premium Sharing: Retired employees are allowed to continue coverage for themselves and their dependents in the employer's group health plan until the retired employee reaches Medicare age. In order to obtain coverage, retired employees must provide payment equal to the premium determined for the purpose of COBRA.

PSERS Supplement: A retiree may receive a \$100 monthly medical reimbursement from PSERS if he or she meets one of the following qualifications at retirement:

- 1) 24.5 years of PSERS service.
- 2) Upon superannuation retirement with at least 15 years of PSERS service.

PSERS Retirement:

- 1) Pension Class T-C or T-D: An employee is eligible for PSERS retirement if he (or she) is eligible for either: a) PSERS early retirement while under 62 with 5 years of PSERS service or b) PSERS superannuation retirement upon reaching age 60 with 30 years of PSERS service, age 62 with 1 year of PSERS service, or 35 years of PSERS service regardless of age. In general, these pension classes apply to individuals who were members of PSERS prior to July 1, 2011.
- 2) Pension Class T-E or T-F: An employee is eligible for PSERS retirement if he (or she) is eligible for either: a) PSERS early retirement while under 65 with 10 years of PSERS service or b) PSERS superannuation retirement upon reaching age 65 with 3 years of PSERS service or upon attainment of a total combination of age plus service equal to or greater than 92 with a minimum of 35 years of PSERS service. In general, these pension classes apply to individuals who became members of PSERS on or after July 1, 2011 and prior to July 1, 2019.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

General Information About the Charter School OPEB Plan - continued

Benefits Provided - continued

- 3) Pension Class T-G: An employee is eligible for PSERS retirement if he (or she) is eligible for either: a) PSERS early retirement while under 67 with 10 years of PSERS service or b) PSERS superannuation retirement upon reaching age 67 with 3 years of PSERS service or upon attainment of a total combination of age plus service equal to or greater than 97 with a minimum of 35 years of PSERS service. In general, this pension class applies to individuals who became members of PSERS on or after July 1, 2019.
- 4) Pension Class T-H: An employee is eligible for PSERS retirement if he (or she) is eligible for either: a) PSERS early retirement while under 67 with 10 years of PSERS service or b) PSERS superannuation retirement upon reaching age 67 with 3 years of PSERS. In general, this pension class applies to individuals who became members of PSERS on or after July 1, 2019.
- 5) All individuals except those in Pension Class T-G are eligible for a special early retirement upon reaching age 55 with 25 years of PSERS service. Individuals in Pension Class T-G are eligible for a special early retirement upon reaching age 57 with 25 years of PSERS service.

Coordination with Medicare: If a participant carries benefits beyond Medicare eligibility, the participant will be required to enroll in Medicare and switch to the PC 65 plan. Medicare will be the primary payer.

Employees Covered by Benefit Terms

At July 1, 2020, the date of the most recent actuary valuation, the following employees were covered by the benefit terms:

Active participants	147
Vested former participants	-
Retired participants	-
	<hr/>
Total	147
	<hr/> <hr/>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

OPEB Liability

Actuarial Assumptions and Other Inputs

The total OPEB liability as of July 1, 2021, was determined by rolling forward the Charter School's total OPEB liability as of July 1, 2020 to July 1, 2021, using the following actuarial assumptions and other inputs applied to all periods included in the measurement, unless otherwise specified:

- Actuarial cost method - Entry Age Normal.
- Salary increases - 2.50% cost of living adjustment, 1% real wage growth, and for teachers and administrators a merit increase which varies by age from 2.75% to 0%.
- Discount rate - 2.28% - based on the Standard & Poor's Municipal Bond 20 Year High Grade Rate Index at July 1, 2021.
- Mortality rates - Separate rates are assumed preretirement and postretirement using the rates assumed in the PSERS defined benefit pension plan actuarial valuation. Incorporated into the table are rates projected generationally by the Buck Modified 2016 projection scale to reflect mortality improvement.
- Healthcare cost trend rates - 5.5% in 2020 through 2023. Rates gradually decrease from 5.4% in 2024 to 4.0% in 2075 and later based on the Society of Actuaries Long-Run Medical Cost Trend Model.
- Participation rates - 100% of administrators and 40% of project staff are assumed to elect coverage.

The actuarial assumptions were selected using input from the Charter School based on actual experience.

Changes in the Total OPEB Liability

Balance at June 30, 2021	<u>\$ 599,417</u>
Changes for the year:	
Service cost	143,341
Interest	13,815
Changes of assumptions or other inputs	<u>(33,071)</u>
Net changes	<u>124,085</u>
Balance at June 30, 2022	<u><u>\$ 723,502</u></u>

Changes of assumptions or other inputs reflect the following changes: (1) the discount rate changed from 1.86% to 2.28%.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

Changes in the Total OPEB Liability - continued

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the Charter School, as well as what the Charter School's total OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (1.28 %) or one-percentage point higher (3.28%) than the current discount rate:

	<u>1% Decrease (1.28%)</u>	<u>Current Discount Rate (2.28%)</u>	<u>1% Increase (3.28%)</u>
OPEB Plan - Total OPEB liability	\$ 804,063	\$ 723,502	\$ 649,258

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents total OPEB liability of the Charter School, as well as what the Charter School's total OPEB liability would be if it were calculated using healthcare cost trend rates that are one-percentage point lower or one-percentage point higher than the current healthcare cost trend rates:

	<u>1% Decrease</u>	<u>Current Healthcare Cost Trend Rate</u>	<u>1% Increase</u>
OPEB Plan - Total OPEB liability	\$ 595,650	\$ 723,502	\$ 882,337

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

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

For the year ended June 30, 2022, the Charter School recognized OPEB expense of \$148,512. At June 30, 2022, the Charter School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
	<u> </u>	<u> </u>
Difference between expected and actual experience	\$ -	\$ 203,314
Changes of assumptions	100,044	50,948
Benefit payments subsequent to the measurement date	<u>1,658</u>	<u>-</u>
	<u>\$ 101,702</u>	<u>\$ 254,262</u>

The \$1,658 reported as deferred outflows of resources related to OPEB resulting from benefit payments made subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows for the years ending June 30:

2023	\$ (8,644)
2024	(8,644)
2025	(8,644)
2026	(8,644)
2027	(8,644)
Thereafter	<u>(110,998)</u>
Total	<u>\$ (154,218)</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 9 - RISK MANAGEMENT

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; error and omissions; injuries to employees; and natural disasters. Significant losses are covered by commercial insurance for all major programs except for unemployment compensation, for which the Charter School retains risk of loss. For insured programs, there were no significant reductions in insurance coverages for the 2021/2022 school year. Settlement amounts have not exceeded insurance coverage for the current year and three prior years.

NOTE 10 - FUND BALANCE

Details of the Charter School's governmental fund balance reporting and policy can be found in Note 1, *Summary of Significant Accounting Policies*. Fund balance classifications for the year ended June 30, 2022, were as follows:

Nonspendable:		
Prepaid expenditures	\$	9,847
Committed:		
Future capital projects		6,555,891
Technology initiatives		3,555,000
New initiatives fund		3,353,095
Program contingency fund		420,000
Assigned:		
PSERS retirement rate increases		241,661
Health insurance rate increases		131,697
Unassigned		<u>4,314,142</u>
Total fund balances	\$	<u>18,581,333</u>

The commitments and assignments were authorized by the board of trustees' motion to set aside resources to fund the commitments noted above.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - NEW ACCOUNTING PRONOUNCEMENTS

The Governmental Accounting Standards Board (GASB) has issued the following standards which have not yet been implemented:

- Statement No. 96, *Subscription-Based IT Arrangements* - This statement establishes guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users. This statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset - an intangible asset - and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. This statement is effective for the Charter School's fiscal year ending June 30, 2023.
- Statement No. 100, *Accounting Changes and Error Corrections - an Amendment of Statement No. 62* - The primary objective of this statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. The requirements of this statement are effective for accounting changes and error corrections made in fiscal years beginning after June 15, 2023, and all reporting periods thereafter. Earlier application is encouraged.
- Statement No. 101, *Compensated Absences* - The primary objective of this statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. The requirements of this statement are effective for fiscal years beginning after December 15, 2023, and all reporting periods thereafter. Earlier application is encouraged.

The Charter School has not yet completed the analysis necessary to determine the actual financial statement impact of these new pronouncements.

REQUIRED SUPPLEMENTARY INFORMATION

21ST CENTURY CYBER CHARTER SCHOOL

**BUDGETARY COMPARISON SCHEDULE FOR THE
GENERAL FUND**

For the Year Ended June 30, 2022

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance</u>
REVENUES				
Local sources	\$ 23,608,019	\$ 23,608,019	\$ 25,978,880	\$ 2,370,861
State sources	51,248	51,248	69,556	18,308
TOTAL REVENUES	23,659,267	23,659,267	26,048,436	2,389,169
EXPENDITURES				
INSTRUCTIONAL SERVICES:				
Regular programs - elementary/secondary	10,616,591	10,415,527	8,640,997	1,774,530
Special programs - elementary/secondary	2,773,395	2,896,950	2,627,176	269,774
Vocational education	-	67,000	54,011	12,989
Other instructional programs - elementary/secondary	198,080	198,430	225,719	(27,289)
Higher education programs for secondary students	-	1,800	2,531	(731)
TOTAL INSTRUCTIONAL SERVICES	13,588,066	13,579,707	11,550,434	2,029,273
SUPPORT SERVICES:				
Students	1,809,339	1,807,651	1,251,328	556,323
Instructional staff	1,972,465	2,020,578	1,841,482	179,096
Administration	2,165,117	2,160,270	2,381,588	(221,318)
Pupil health	260,458	260,458	244,406	16,052
Business services	822,303	822,303	871,887	(49,584)
Operation and maintenance of plant	1,286,834	1,283,901	1,133,416	150,485
Student transportation services	-	1,967	1,967	-
Central	1,353,603	1,358,692	1,449,800	(91,108)
TOTAL SUPPORT SERVICES	9,670,119	9,715,820	9,175,874	539,946
OPERATION OF NONINSTRUCTIONAL SERVICES:				
Student activities	184,823	147,481	72,719	74,762
DEBT SERVICE PAYMENTS	216,259	216,259	4,575,515	(4,359,256)
TOTAL EXPENDITURES	23,659,267	23,659,267	25,374,542	(1,715,275)
EXCESS OF REVENUES OVER EXPENDITURES	-	-	673,894	673,894
OTHER FINANCING SOURCES				
Proceeds from lease issuance	-	-	24,587	24,587
Proceeds from sale of fixed assets	-	-	30,447	(30,447)
TOTAL OTHER FINANCING SOURCES	-	-	55,034	(5,860)
REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	\$ -	\$ -	728,928	\$ 668,034
FUND BALANCE - BEGINNING OF YEAR			17,852,405	
FUND BALANCE - END OF YEAR			\$ 18,581,333	

See note to required supplementary information.

21st CENTURY CYBER CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2022

BUDGETARY DATA

The budget for the general fund is adopted on the modified accrual basis of accounting which is consistent with generally accepted accounting principles.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts in the PDE 2028 when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all 2021/2022 budget transfers.

Excess of Expenditures Over Appropriations in Individual Funds

For the year ended June 30, 2022, the General Fund had an excess of expenditures over appropriations of \$1,715,275. The Charter School used revenue in excess of budget to satisfy the excess expenditures.

Budgetary Compliance

The Charter School's only legally adopted budget is for the General Fund. All budgetary transfers were made within the last nine months of the fiscal year. The Charter School cancels all purchase orders open at year end; therefore, it does not have any outstanding encumbrances at June 30, 2022. In addition, the Charter School includes a portion of the prior year's fund balance represented by unappropriated liquid assets remaining in the fund as budgeted revenue in the succeeding year. The results of operations on a GAAP basis do not recognize the fund balance allocation as revenue as it represents prior period's excess of revenues over expenditures.

21st CENTURY CYBER CHARTER SCHOOL

**SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
AND RELATED RATIOS - PENSION PLAN**

LAST TEN FISCAL YEARS

	2022	2021	2020	2019	2018	2017	2016	2015	2014
Charter School's proportion of the collective net pension liability	0.0647%	0.0561%	0.0523%	0.0474%	0.0388%	0.0313%	0.0296%	0.0309%	0.0279%
Charter School's proportionate share of the collective net pension liability	\$ 26,564,000	\$ 27,623,000	\$ 24,467,000	\$ 22,754,000	\$ 19,163,000	\$ 15,511,000	\$ 12,822,000	\$ 12,230,000	\$ 11,422,000
Charter School's covered payroll	\$ 9,178,274	\$ 7,853,279	\$ 7,218,830	\$ 6,383,878	\$ 5,170,698	\$ 4,059,874	\$ 3,803,141	\$ 3,937,654	\$ 3,580,336
Charter School's proportionate share of the net pension liability as a percentage of its covered payroll	289.42%	351.74%	338.93%	356.43%	370.61%	382.06%	337.14%	310.59%	319.02%
Plan fiduciary net position as a percentage of the total pension liability	63.67%	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%	54.50%

The Charter School's covered payroll noted above is as of the measurement date of the net pension liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes in benefit terms

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

Changes in assumptions used in measurement of the Total Pension Liability beginning June 30, 2021

- The Discount Rate decreased from 7.25% to 7.00%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.
- Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.
- For disabled annuitants the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

Changes in assumptions used in measurement of the Total Pension Liability beginning June 30, 2016

- The Investment Rate of Return was adjusted from 7.50% to 7.25%. The inflation assumption was decreased from 3.00% to 2.75%.
- Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

21st CENTURY CYBER CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PENSION PLAN

LAST TEN FISCAL YEARS

	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013
Contractually required contribution	\$ 3,156,161	\$ 3,122,173	\$ 2,639,914	\$ 2,367,496	\$ 2,042,783	\$ 1,521,325	\$ 1,040,962	\$ 824,109	\$ 630,616	\$ 410,841
Contributions in relation to the contractually required contribution	3,156,161	3,122,173	2,639,914	2,367,496	2,042,783	1,521,325	1,040,962	824,109	630,616	410,841
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School's covered payroll	\$ 9,237,629	\$ 9,178,274	\$ 7,853,279	\$ 7,218,830	\$ 6,383,878	\$ 5,170,698	\$ 4,059,874	\$ 3,803,141	\$ 3,937,654	\$ 3,580,336
Contributions as a percentage of covered payroll	34.17%	34.02%	33.62%	32.80%	32.00%	29.42%	25.64%	21.67%	16.02%	11.47%

21st CENTURY CYBER CHARTER SCHOOL

SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
AND RELATED RATIOS - PSERS OPEB PLAN

LAST TEN FISCAL YEARS

	2022	2021	2020	2019	2018	2017
Charter School's proportion of the collective net PSERS OPEB liability	0.0647%	0.0560%	0.0523%	0.0474%	0.0388%	0.0313%
Charter School's proportionate share of the collective net PSERS OPEB liability	\$ 1,534,000	\$ 1,210,000	\$ 1,112,000	\$ 988,000	\$ 791,000	\$ 674,000
Charter School's covered payroll	\$ 9,178,274	\$ 7,853,279	\$ 7,218,830	\$ 6,383,878	\$ 5,170,698	\$ 4,059,874
Charter School's proportionate share of the net PSERS OPEB liability as a percentage of its covered payroll	16.71%	15.41%	15.40%	15.48%	15.30%	16.60%
Plan fiduciary net position as a percentage of the total PSERS OPEB liability	5.30%	5.69%	5.56%	5.56%	5.73%	5.47%

The Charter School's covered payroll noted above is as of the measurement date of the net PSERS OPEB liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes in benefit terms

None.

Changes in assumptions used in measurement of the Total OPEB Liability beginning June 30, 2021

- The Discount Rate decreased from 2.66% to 2.18%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.
- Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.
- For disabled annuitants the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

Changes in assumptions used in measurement of the Total OPEB liability beginning June 30, 2016

- Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

For each year presented, the discount rate is updated using the S&P 20-year Municipal Bond Rate.

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

21st CENTURY CYBER CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PSERS OPEB PLAN

LAST TEN FISCAL YEARS

	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013
Contractually required contribution	\$ 74,826	\$ 76,401	\$ 66,473	\$ 60,277	\$ 53,419	\$ 43,243	\$ 34,976	\$ 36,180	\$ 36,655	\$ 30,724
Contributions in relation to the contractually required contribution	74,826	76,401	66,473	60,277	53,419	43,243	34,976	36,180	36,655	30,724
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School's covered payroll	\$ 9,237,629	\$ 9,178,274	\$ 7,853,279	\$ 7,218,830	\$ 6,383,878	\$ 5,170,698	\$ 4,059,874	\$ 3,803,141	\$ 3,937,654	\$ 3,580,336
Contributions as a percentage of covered payroll	0.81%	0.83%	0.85%	0.83%	0.84%	0.84%	0.86%	0.95%	0.93%	0.86%

21st CENTURY CYBER CHARTER SCHOOL

**SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY AND RELATED RATIOS -
CHARTER SCHOOL OPEB PLAN**

LAST TEN FISCAL YEARS

	2022	2021	2020	2019	2018
Total OPEB Liability:					
Service cost	\$ 143,341	\$ 108,992	\$ 109,307	\$ 91,917	\$ 87,681
Interest	13,815	20,069	14,804	15,855	9,773
Changes of benefit terms	-	-	-	(4,651)	-
Differences between expected and actual experience	-	(112,678)	-	(125,220)	-
Changes of assumptions	(33,071)	96,434	(21,252)	(1,528)	16,559
Benefit payments	-	(3,716)	-	(7,737)	-
Net change in total OPEB liability	124,085	109,101	102,859	(31,364)	114,013
Total OPEB liability, beginning	599,417	490,316	387,457	418,821	304,808
Total OPEB liability, ending	\$ 723,502	\$ 599,417	\$ 490,316	\$ 387,457	\$ 418,821
Covered Employee Payroll	\$ 8,744,575	\$ 8,744,575	\$ 7,304,223	\$ 7,304,223	\$ 4,834,351
Total OPEB Liability as a Percentage of Covered Employee Payroll	8.27%	6.85%	6.71%	5.30%	8.66%

NOTES TO SCHEDULE

Changes of Benefit Terms

None.

Changes of Assumptions

Significant changes in assumptions for the July 1, 2021 measurement date are as follows:

- The discount rate changed from 1.86% to 2.28%.

Significant changes in assumptions for prior measurement dates are as follows:

- The discount rate was updated each year based on the S&P Municipal Bond 20-year High Grade Index
- The healthcare cost trend assumption was updated each year

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

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

**To the Board of Trustees
21st Century Cyber Charter School
West Chester, Pennsylvania**

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 and each major fund of the 21st Century Cyber Charter School, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the 21st Century Cyber Charter School's basic financial statements and have issued our report thereon dated December 13, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the 21st Century Cyber Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the 21st Century Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 21st Century 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 or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the 21st Century 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.

Herbein + Company, Inc.

Reading, Pennsylvania
December 13, 2022

Federal ID: 233086998
Federal Award Number: Various
Federal Award Date: 7/1/2022
Federal Award Agency: US Department of Education
CFDA Number and Title: various Consolidated Application
Vendor Number: 0000693061

Project #: FA-999-23-1021
Agency: 21st Century Cyber CS
AUN: 124150002
Original Application

CONSOLIDATED FEDERAL GRANT AGREEMENT

This Consolidated Federal Grant Agreement (“Agreement”) is made by and between the Pennsylvania Department of Education, (“Department”), and 21st Century Cyber CS, located at 1245 Wrights Lane, West Chester, PA 19380, (“Grantee”).

WHEREAS, the Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq.; and

WHEREAS, the Department has been appropriated funds by the General Assembly for programs under the “Every Student Succeeds Act.”(The Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. §6301 et. seq.).

NOW THEREFORE, the parties intending to be legally bound hereby agree as follows:

1. The Grantee will receive funds in the amount of \$347,447.00, and those funds shall be used to defray program costs incurred from May 25, 2023 to September 30, 2023.
2. The Grant Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2023, unless terminated earlier in accordance with the terms hereof.
3. The Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. The following Appendices are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. The Grantee acknowledges having reviewed the Department’s Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

IN WITNESS WHEREOF, and intending to be bound hereby, the parties subscribe their signatures to this Agreement below:

FOR THE GRANTEE

Signature: Matthew Flannery - Electronic Signature Date: 5/25/2023

Title: CEO

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 6/10/2023
 Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 7/5/2023
 Department of Education
 Office of General Counsel: _____ Date: _____
 Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-21.0

Comptroller approved as to fiscal responsibility, budgetary appropriateness and availability of funds in the amount of \$347,447.00

Comptroller: _____ Date: _____

Vendor Name: 21st Century Cyber CS
Address: 1245 Wrights Lane, West Chester, PA 19380
Fed ID #: 233086998
Vendor #: 0000693061

Total amount of Federal funds obligated to grant recipient: \$ _____
 If this is for research and development, please check here: _____

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
Consolidated Application	Federal	FA-999-23-1021	various	\$0.00	\$347,447.00
Title I, Part A - Improving Basic Programs	Federal	FA-013-23-1021	84.010	\$295,380.00	\$295,380.00
Title II, Part A - Supporting Effective Instruction	Federal	FA-020-23-1021	84.367	\$26,115.00	\$26,115.00
Title IV, Part A - Student Support and Academic Enrichment	Federal	FA-144-23-1021	84.424	\$25,952.00	\$25,952.00

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: 21st Century Cyber CS

Chief Executive Officer: Dr. Matthew Flannery

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: May 31, 2023

Date Final Report Sent to LEA: May 31, 2023

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: _____

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 1 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 1 1 1 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. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
7	2	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	1	2				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
5	0	5				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: 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. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.		
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					3	Always			
					3	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					1	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 1 0 0 0 4	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					0 0 0 3 0 4	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 0 1 2	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
7	2	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
8	1	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways? Showing mastery on several concepts. Exposed to grade level curriculum that is modified, Participates with peers. Learning! Doing well. Participates frequently, raises hand more. Showing growth in ability to ask for help. Learns grade level content.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class? Has issues that impacts progress.			
9	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	1	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
5	0	4				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	4	4				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	8				SE 95c. If yes, what reasons were discussed for recommending removal? Interactions with students.			
0	0	8				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	4				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
9	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
8	0	1				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
	N					6. FSA-GRADUATION RATES (SPP) Standard: 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.		
	N					7. FSA-DROPOUT RATES (SPP) Standard: 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.		
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: 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 classroom less than 40% of the day.		
	N					16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will submit an improvement plan to address meeting the SPP target for participation rate.		
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
9	0	1				FR 194. PTRE-Consent Form is present in the student file			
9	0	1				FR 195. Demographic data			
9	0	1				FR 196. Reason for reevaluation			
9	0	1				FR 197. Types of assessment tools, tests and procedures to be used			
9	0	1				FR 198. Contact person's name and contact information			
9	0	1				FR 199. Parent has selected a consent option			
9	0	1				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			

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			
						EVALUATION REPORT (INITIAL) (File Reviews)			
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			
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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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			
						REEVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			
8	1	1			11%	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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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			
0	0	10				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			
9	0	1				FR 228. Interpretation of additional data			
3	0	7				FR 229. Documentation that the student does not achieve adequately for age, etc.			
3	0	7				FR 230. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 231. Instructional strategies used and student-centered data collected			
3	0	7				FR 232. Educationally relevant medical findings, if any			
3	0	7				FR 233. Effects of the student's environment, culture, or economic background			
3	0	7				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
3	0	7				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
3	0	7				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
3	0	7				FR 238. Statement for all 6 items			
8	1	1			11%	FR 239. Documentation of Evaluation Team Participants			
2	1	7			33%	FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
7	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
6	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	5	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	7	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	6				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
9	1	0			10%	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			
8	1	1			11%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
6	0	4				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			
8	1	1			11%	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			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
2	0	8				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
2	0	8				FR 252. Demographic data			
2	0	8				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
2	0	8				FR 254. Form designates which members will submit written input prior to the meeting			
2	0	8				FR 255. Parent written consent is documented			
					2 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
9	1	0			10%	FR 258. IEP was completed within timelines			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
9	0	1				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
1	0	9				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
2	0	8				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
0	0	10				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	1	8			50%	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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
9	0	1				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			
						TRANSITION SERVICES (File Reviews)			
9	0	1				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
9	0	1				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
9	0	1				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
9	0	1				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
9	0	1				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
9	0	1				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
9	0	1				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
4	0	6				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
4	0	6				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
4	0	6				FR 297. If the student will participate in the PASA, how student's performance will be documented			
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			
3	0	7				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			
3	0	7				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	0	1				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			
4	0	6				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
7	0	3				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			
9	0	1				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			
9	1	0			10%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
5	1	4			17%	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			
3	1	6			25%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
7	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
7	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
7	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
4	0	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
7	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
5	1	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you? Understand the language better.			
6	0	1	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
7	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	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?			
7	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	7	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	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		7	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
4	0	6				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	1	7				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	8				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
3	4	3				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
6	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
9	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?			
9	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	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	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	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?			
8	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?			
8	0	1				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	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?			
8	0	1				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Learning and seems to acknowledge peers and is pleased with progress.</p> <p>With same aged peers, at instructional level--challenged, but not frustrated.</p> <p>With same aged peers, classes are on skill level.</p> <p>Interactions with peers; curriculum is appropriate for academic needs.</p> <p>Benefiting from services and is learning.</p> <p>Has access to non-disabled peers, receives modeling and exposure.</p> <p>Learning and benefiting from exposure to regular education and peers.</p> <p>It's on their academic level and they are getting the opportunity to interact with same age peers.</p> <p>Access to the regular curriculum and grade level peers.</p>			
0	0	9				SE 117c. If no, what does this student need that he/she is not receiving?			
9	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
7	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?			
					7 0 0 0 0 0	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
					6 1 0 0 0 0	<p>P 58. My child's progress is reported to me by the school in a manner that I understand.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
3	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	2	8				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	10				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	10				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
2	0	8				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	7				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
9	0	1				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?			
9	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	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	1				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
8	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	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
3	0	4	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
6	0	1	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	1	1	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
4	0	3	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	7	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	6	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
8	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	9				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	9				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	9				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	9				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	9				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
6	0	1	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	1	0	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	5	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	7	0			P 50c. If yes, what reasons were discussed for recommending removal?			
0	0	7	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	2			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	2			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? Work on grade level. Works hard, compares self to peers and is capable. Learning. Wants to be around other children more. Learning! Is able to be with peers and can socialize.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					4 2 0 0 0 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 1 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	2				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
8	0	1				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	0	1				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			
9	0	1				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
7	1	2			13%	FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
2	0	5	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?			
					7 0 0 0 0 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		1	0		2 4 2 4 2 3 2 4 1 4 1 1	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion n. other			
		4	0		3	P 67. Tell me anything you would like to change about the program. n. other			
		0	0		4 3	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree			
						P 69. Additional comments about your child's program. A one to one session weekly would be very helpful. I really like the school. I like being able to log into the computer to see what my child is learning. I like being able to join in seminars. Overall, loves the communication, willingness to work with child, resources. Loves the school. Very pleased with the school- good education, good education process.			
9	0	0				SE 101. Do you hold the required certification to implement this student's program?			
9	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

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

Purpose

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

Definitions

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

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

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

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

Authority

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

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

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

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

Delegation of Responsibility

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

Fiscal and Program Compliance

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

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

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

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

Guidelines

Individualized Education Programs ("IEP"s)

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

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

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

Child Find

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

Public Awareness and Outreach Activities –

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

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

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

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

Screening

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

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

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

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

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

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

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

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

Confidentiality

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

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

Recording of Meetings

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

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

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

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

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

Legal

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

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

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

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

[39. 22 PA Code 711.8](#)

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

[41. 34 CFR Part 99](#)

[24 P.S. 1372](#)

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

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

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

[22 PA Code 711.1 et seq](#)

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

AUTISM AWARENESS PARENT TRAINING

Tuesday, April 18th

Day Session: 10:00AM-11:00AM

Click [here](#) to attend

Evening Session: 6:00PM-7:00PM

Click [here](#) to attend

Presented by: Mrs. Bundowis

**** Students will earn 10 points of extra credit in a class when a parent attends and 20 points of extra credit in a class when parent and student attends! ****

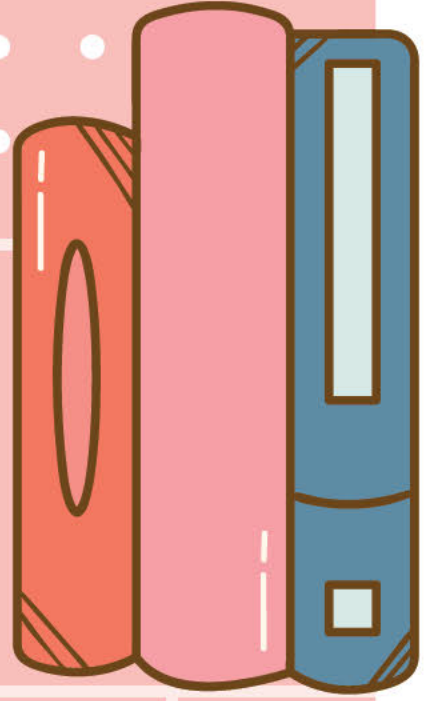
Parent Trainings 2022-23:

Month	Training Topic	Case Manager
September	Inclusive Practices	Anne
October	Transition - Community Resources	Kera
November	Importance of attending class	Aubree
December	Steps for Success	Angela
January	Executive Functioning	Stella
February	Interagency	Caroline
March	Positive Behavior Support Plan	Morgan
April	Autism Awareness	Melinda
May	Difference between ESY and SS	Stella

Attendance

September 27	Anne	Inclusive Practices	1:00 PM Session Alexandra Jones Angelique Davis-Scott Holly Murphy
October 24 and 26	Kera	Transition Planning in the IEP	
November 30	Aubree	The Importance of Attending Live Class	Attendees- 1:00 PM Session Holly Murphy, Marilyn Diaz,
December 20	Angela	Steps to Success	
January 3	Estella	Executive Functioning	
February 27 and 28	Caroline	Interagency	Amy Hofmann (Mother of Tommy Hofmann) (Daytime) Angelique Davis-Scott (Mother of Matthew Scott) (Evening) Shakia Frasier (Mother of Shane Johnson) (Evening)
March 20	Morgan	Understanding Positive Behavior Support Plans	
April 18	Melinda	Autism Awareness	

May 18	Estella	Summer School vs ESY	Erica Petrongola & Jennifer Firrincieli
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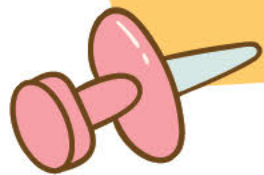


UNDERSTANDING A POSITIVE BEHAVIOR SUPPORT PLAN

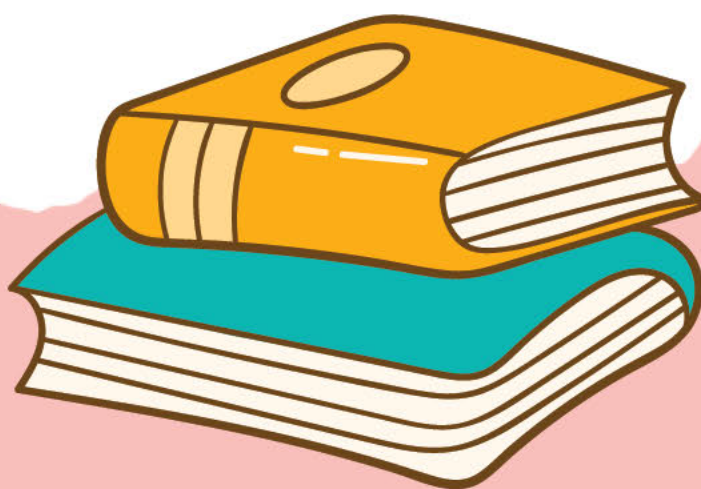
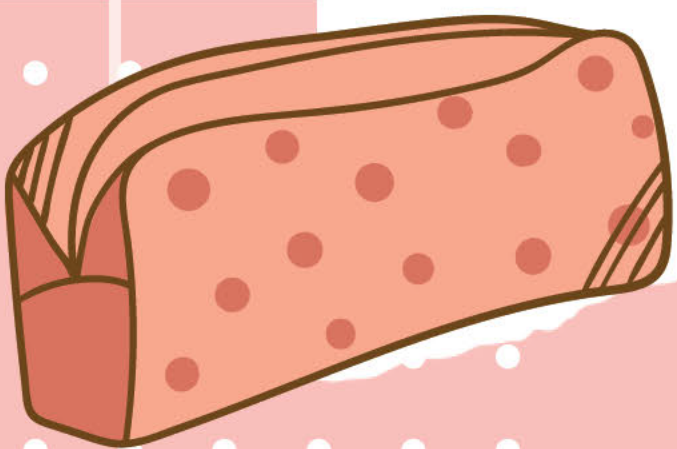
DAY SESSION 3/20 AT
10:00AM
JOIN WITH GOOGLE MEET:
[MEET.GOOGLE.COM/ZGF-
REJE-RBA](https://meet.google.com/zgf-reje-rba)



NIGHT SESSION 3/20 AT 5:00PM
JOIN WITH GOOGLE MEET
[MEET.GOOGLE.COM/WDS-IQUD-
GMW](https://meet.google.com/wds-iqud-gmw)



Presented By: Mrs. Pugh



Parent Trainings 2022-23:

Month	Training Topic	Case Manager
September	Inclusive Practices	Anne
October	Transition - Community Resources	Kera
November	Importance of attending class	Aubree
December	Steps for Success	Angela
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May 18	Estella	Summer School vs ESY	Erica Petrongola & Jennifer Firrincieli
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PCA ONBOARDING & EXPECTATIONS

Updated June 15, 2023



EXPECTATIONS FOR PCA

- Laptop/computer is required
- Call agency supervisor and email 21CCCS (case manager and Cc **) if you must miss a day
 - (Contact Name)- ****@21cccs.org Text Work cell *****
 - PCA/21CCCS will determine type and frequency of communication
 - In person will utilize data sheets provided by the Case Manager
 - Virtual
 - Utilize Remind text to communicate with student and family
 - Do not provide your personal cell to the student or family

EXPECTATIONS FOR PCA

- Data sheet must be completed by the end of each school day
- PCA is to be shadowing the assigned student at all times
- PCA must utilize the microphone when working with the student at all times (unless during live labs, in which messaging the student may be more appropriate)
- PCA is not to provide help on assessments or progress monitoring probes, except for reading directions if requested

EXPECTATIONS FOR PCA

- PCA should not provide the student with answers to assignments; this is the time to model having the student log into the content area Virtual Office and ask for assistance from a content area teacher
- PCA's are not to be in communication with parents outside of school hours. Let *** know if a parent tries to connect.
- PCA is not responsible for discussing the 'what and why' of the student's grades and assignment plan

IN-PERSON

- ** PCA's are not permitted to be 1:1 with the student alone (eg: going on walks, etc.)
- Snow day/inclement weather procedure -
- Alert agency supervisor, as well as ** and the case manager as soon as you are aware you cannot make it to the student's house.
- Contact the family and let them know you are unable to travel

EXPECTATIONS FOR PCA

- Bill hours accordingly
- Paid if your student calls out.
 - ****If your student calls out, you must contact *** for a possible alternate assignment. If your student is out and you do not contact ***, you will not be paid for that day.**
- Paid according to agreed upon hours, as well as review of contact logs
 - You must deduct .5 hour for lunch each day

EXPECTATIONS FOR 21CCCS

- Provide all access Moodle login (TA rights) & training
- Provide Access to Jigsaw & training
- Provide Access to Remind Text and provide training video
- Provide all relevant information on student to PCA (schedule, IEP, RR, Health and/or crisis plan)
- Provide the parent with PCA information

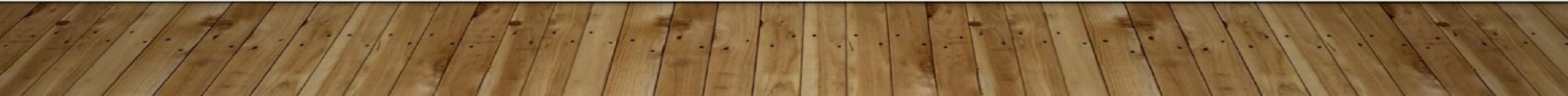
EXPECTATIONS FOR 21CCCS

- Provide PCA with data collection sheets
 - PCA and case manager will meet to review
- Schedule meeting with PCA, parent, student after 1 week to discuss how it's going-- any additional needs?
- If this, then that scenarios....where to go if something is not working
- **If transitioning from one staff to another, 21CCCS will schedule a time for both PCA's to meet (with someone from 21CCCS) and shares notes on the student

Last Name	First Name	Student ID	Case Manager	EFW	Virtual	In-Person	City, County	Time of Day (e.g. 8:00-5:00)	Date of Agency Request/Agency PCA Requested, if Available	PCA Name	PCA Phone #	CCCS Email	News Release?	Notes	Lesson Accepted?	Final action?	Resist Test	Meets	Additional Notes
Black	Gabriel				Virtual	Y		M-F 8:30-5:50	US Healthcare	Kelly Shobe	765-499-5550	kshobe@2ccs.org			Y	X	X	X	
Black	Adrian				Virtual	Y		M-F 8:30-5:50	CCRES	Morgan Miller		miller@2ccs.org			Y	X	X	X	
Carney-Diby	Cyrus				Virtual	Y		M-F 8:00-5:50	CCRES										
DiCastro	Alex				Both	Y	Philadelphia-Phila	10-4, Virtual and 7:30	CCSU	Ann Osborne	Ann Osborne	josos@2ccs.org		** Lock, at reducing PCA class, as the student will be entering 10th grade. Wait out on maternity in March. Present student preference.	Y	X	X	X	Request gone to the CCSU portal. You will need a login https://www.ccsu.org/ask
Midani	Nicol				Virtual	Y		M-F 8:30-5:50	Avanara	Lindsay Frederick	484-505-7020	lrfre@2ccs.org			N	X	X	X	Referral made 6/27/23. Requested Lindsay Frederick
Schwartz	Alexander				F2F	Y	Margaret-Len-Berks	M-F 8:15-5:50	Request in-person (requested virtual in the meantime)	Ashley Printz	717-275-9857	aprintz@2ccs.org			X	X	X	X	
		SLB			Virtual			M-F 8:30-5:50	CCRES	Lots Tannous		ltannous@2ccs.org		Covering Cyrus					
									CCRES	Alexis Conan	(800) 909-5660	aconan@2ccs.org		Initially listed as sub, covered Nicole when PCA was on maternity					
<p>** Green = keep PCA/Student as is</p> <p><u>Suggestions for 2023-2024 School Year:</u> Dana Phillips with Cyrus, Alexis Conan with Alex Ashley Printz- substitute PCA? Lots Tannous- Unfortunately not needed Rerequest an in-person PCA for Alexander Schwartz</p>																			

PCA ONBOARDING & EXPECTATIONS

Updated June 15, 2023



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 - ****If your student calls out, you must contact *** for a possible alternate assignment. If your student is out and you do not contact ***, you will not be paid for that day.**
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EXPECTATIONS FOR 21CCCS

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Last Name	First Name	Student ID	Case Manager	EFW	In-Person	City/County	Time of Day (e.g. 8:00-5:00)	Date of Agency Request/Agency Available	PCA Requested At	PCA Name	PCA Phone #	CCCS Email	News Release?	Notes	Locks Accessed?	Final school?	Resist Test	MedRx	Additional Notes
Black	Gabriel			Virtual	Y		M-F 8:30-5:50	US Healthcare	Kelly Stebode	Kelly Stebode	765-499-5530	kstebode@cccs.org			Y	X	X	X	
Black	Adrian			Virtual	Y		M-F 8:30-5:50	CCRES	Morgan Miller			miller@cccs.org		Y	X	X	X		
Carney-Diby	Cyrus			Virtual	Y		M-F 8:00-5:50	CCRES											
DiCarlo	Alex			Both	Y	Philadelphia-Phila.	10-4, Virtual and 7:27	CCSU	Jenn Osborne	Jenn Osborne		josborn@ccsu.org		** Lock at reducing PCA days, as the student will be entering 10th grade	X	X	X	X	Request goes to the CCSU portal. You will need a login: https://www.ccsu.org/lock
Midant	Nicoll			Virtual	Y		M-F 8:30-5:50	Avanara	Lindsay Frederick	Lindsay Frederick	484-509-7020	lindsayf@avanara.org		** Lock at reducing PCA days, as the student will be entering 10th grade. Please indicate preference	N	X	X	X	Referral made 6/27/25. Requested Lindsay Frederick
Schwartz	Alexander			F2F	Y	Margaret-Levitt-Berks	M-F 8:00-5:50	Request in-person (requested virtual in the meantime)	Ashley Prntz	Ashley Prntz	717-275-9857	aprntz@cccs.org			X	X	X	X	
		SLB		Virtual			M-F 8:30-5:50	CCRES	Lots Tannous			ltannous@cccs.org		Covering Cyrus					
								CCRES	Alexis Conan		(800) 909-5660	aconan@cccs.org		Initially listed as sub, covered 10/01 when PCA was on maternity					
<p>** Green = keep PCA/Student as is</p> <p><u>Suggestions for 2025-2024 School Year:</u> Dana Phillips with Cyrus, Alexis Conan with Alex Ashley Prntz- substitute PCA? Lots Tannous- Unfortunately not needed Rerequest an in-person PCA for Alexander Schwartz</p>																			

Please join Mrs. Kera Romero
for a presentation on the following:

- Transition Planning in the IEP
- Community resources that support post-secondary transition planning, including:
 - Education/training
 - Employment
 - Independent living



Monday, October 24 at 6:00pm

or

Wednesday, October 26 at 11:00am

To join the presentation, please click link below:

meet.google.com/mux-uwir-dxi

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Inclusive Practices

◆ **Parent Training with Anne Daly,
Special Education Teacher**

**Discuss inclusive practices, including how they are written into IEPs and how they are implemented within
◆ the regular education environment.◆**

Tuesday, September 27th
1PM

<https://meet.google.com/fgk-nmnn-pqp>

and

Tuesday, September 27th
7PM

<https://meet.google.com/nht-eyim-tuf>

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Executive Functioning

January 2023 Parent Training



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What are
Executive
Functioning Skills

02

How they affect
learning and
daily tasks

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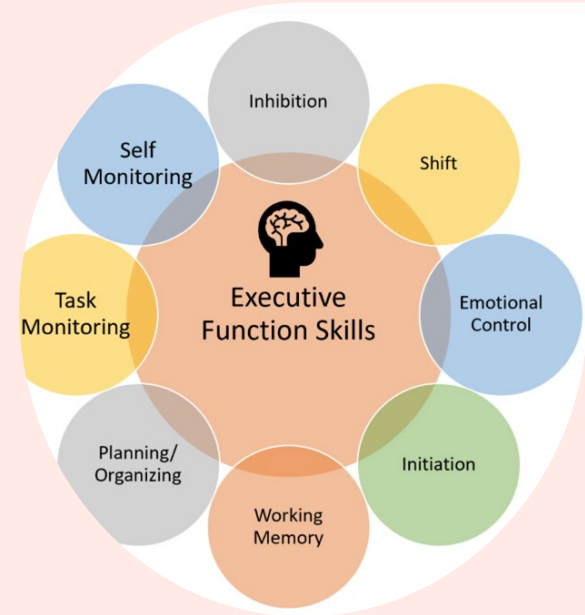


01

What are Executive Functioning Skills?

What are they?

- Executive functions are the essential self-regulating skills that we all use every day to plan, organize, make decisions, and learn from past mistakes.
- We rely on our executive functions for everything from taking a shower to packing a backpack or doing a project.
- They help us plan, organize, make decisions, shift between situations or thoughts, control our emotions and impulsivity, and learn from past mistakes.



Examples of Executive Function

- ☑ Problem-solving skills and abilities
- ☑ Planning from the beginning until the end
- ☑ Using past knowledge when planning for novel situations
- ☑ Seeing the future goal





Flexibility:
Starting and stopping



Organization and Planning
Writing a sentence / paragraph



Self-monitoring
Self-regulation

Executive Functions





02

Executive Functioning and Learning / Daily Tasks

Keep an eye out for:



They might take an extraordinarily long time to get dressed or become overwhelmed while doing simple chores around the house.



Schoolwork can become a nightmare because they regularly lose papers or start week long assignments the night before they are due.



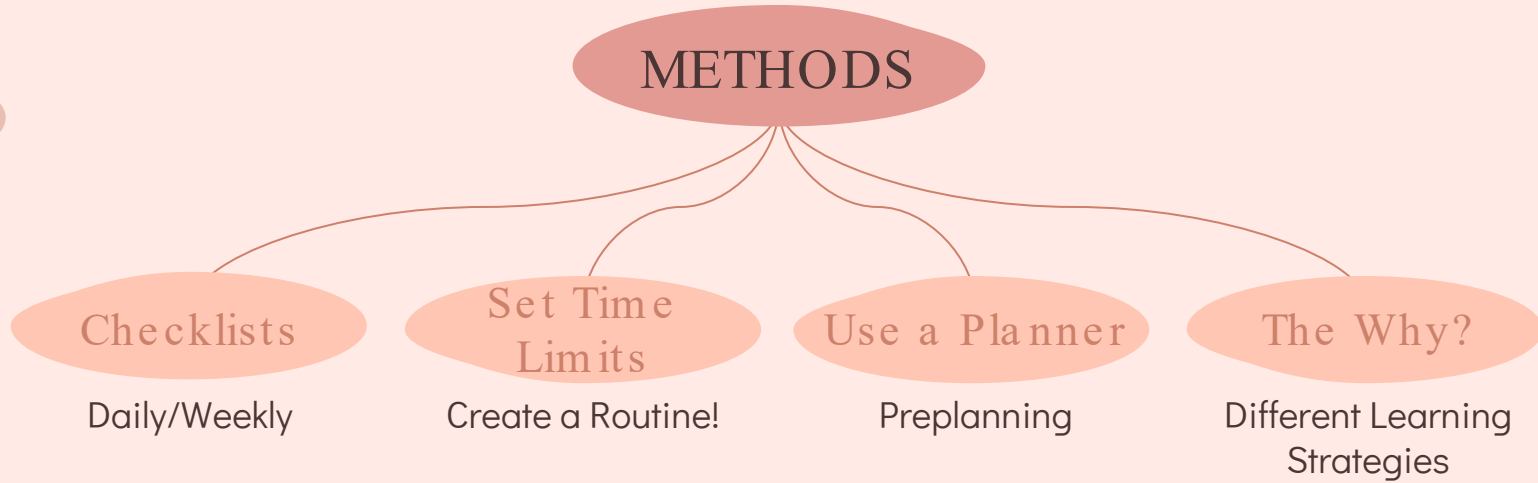
Overall more disorganized which can lead to avoidance of tasks

The background features several large, overlapping, abstract shapes in various shades of orange and red. These shapes are soft-edged and layered, creating a sense of depth and movement. The colors range from light peach to deep terracotta. The overall aesthetic is modern and organic.

03

Strategies

Strategies



Checklists

BEFORE READING:

- Pre-reading a summary of the chapter will help you to get the main ideas so that you can read deeper and visualize the content.
- Question what you already know about the topic.
- Skim the title, chapter headings and images. Then read any previews to determine the main idea of the chapter.
- Predict what will happen in the story.

WHILE READING:

- If your teacher gives you a set of questions to answer about a chapter, make sure you preview the questions. Be sure to read the whole chapter instead of just searching for the answers in the text.
- Consider outlining or creating a web of the chapter.

PLANNING LONG-TERM ASSIGNMENTS

ASSIGNMENT: _____

DUE DATE: _____ TOTAL # OF ANTICIPATED HOURS _____

BREAK IT INTO MANAGEABLE TASKS WITH DEADLINES.

Do not forget to take into account obligations, like family outings and extracurricular events.

GOAL 1: _____ _____	Estimated time needed: _____ Start Date Deadline Date / / / /	DONE <input type="checkbox"/>
GOAL 2: _____ _____	Estimated time needed: _____ Start Date Deadline Date / / / /	DONE <input type="checkbox"/>
GOAL 3: _____ _____	Estimated time needed: _____ Start Date Deadline Date / / / /	DONE <input type="checkbox"/>

INTRODUCTION	CATCHY OPENER	THESIS STATEMENT - MAIN IDEA OF PAPER	DETAILS - TOPICS THROUGHOUT PAPER
	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



BODY 1	TOPIC SENTENCE/MAIN IDEA	SUPPORTING DETAILS	EXAMPLES/QUOTES
	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Timers

Timer - Online Timer

Free online kitchen timer online

5 Minutes 10 Minutes 15 Minutes 20 Minutes 30 Minutes 60 Minutes

25:00

Start Stop

Set Timer

25 : 00

Select Alarm Sound

Acoustic Arpeggio

Repeat [Preview Alarm](#)

Select Volume

50%

Planner

Monday		
ISP		<input type="checkbox"/>
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Tuesday		
Intro to Scientific Principles		<input type="checkbox"/>
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	A	B	C	D	E	F	G	H	I	J	K
		Monday	<input type="checkbox"/>	Tuesday	<input type="checkbox"/>	Wednesday	<input type="checkbox"/>	Thursday	<input type="checkbox"/>	Friday	<input type="checkbox"/>
A M			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
		8:30-9:55 Math	<input type="checkbox"/>	8:30-9:55 Math	<input type="checkbox"/>	8:30-9:55 Language Arts Live Lab	<input type="checkbox"/>	8:30-9:55 Language Arts Moodle	<input type="checkbox"/>	8:30-9:30 Language Arts Moodle	<input type="checkbox"/>
			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	9:30 Seminar	<input type="checkbox"/>
			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
LUNCH BREAK											
P M		12:30 Ancient History	<input type="checkbox"/>	12:30 Ancient History Moodle	<input type="checkbox"/>	12:30 Science	<input type="checkbox"/>	12:30 Science	<input type="checkbox"/>		<input type="checkbox"/>
			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
		2:00 Guidance 6	<input type="checkbox"/>		<input type="checkbox"/>	2:30 Khan	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

The Why



Kinaesthetic

Prefer hands-on approach to learning, using all five senses of touch, sight, smell, sound and taste. They learn effectively when they perform the task and enjoy group-based participation.



Visual

Understands tasks and content by watching something before trying it themselves. This learner responds well to visual stimulus and uses visual elements to recall information.



Auditory

Learn best when they talk things through with others or actively listen to others speaking. This can be through a lecture, discussion or presentation.



Read and Write

Learn by reading content or instructions, then writing it in their own words. They're well organised, avid note-takers.



04

Questions

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ESY vs. Summer School

Parent Training 5/18/2023

ESY vs. Summer School

ESY

- No grades are given.
- Focusing on progress toward IEP goals.
- Must attend sessions.
- Free to family.
- Not a remedial program.
- Not an enrichment program.
- Not intended to help students “catch up” to their peers.

Summer School

- Students are trying to make up a credit or earn an additional credit.
- Students are working within an academic course that they will earn a grade for.
- Family pays for summer school course.

Benefits of attending ESY

Children with special education needs who participate in an extended school year program are much less likely to regress academically, behaviorally, or socially.

ESY supports students learning and retention of skill throughout the summer.

Students are focusing on their IEP goals only.

How is ESY Determined?

Data for the ESY determination needs to provide information about the 5 following factors:

- **Regression / Recoupment** — Regression refers to how much knowledge or how many skills a student loses due to a break in educational programming. Recoupment is how long it takes for the student to get that knowledge or those skills back to the level they were before the break.
- **Mastery** — When a student is learning a crucial skill or series of steps necessary for the mastery of a skill, or when a student has not yet completed the number of repetitions necessary to master a skill and there is a break in the educational programming
- **Self-sufficiency and independence** — Which skills are necessary for students to gain appropriate levels of self - sufficiency and independence

How is ESY Determined?

- **Successive interruptions** — The extent to which successive interruptions in educational programming and the cumulative loss of skills and knowledge suffered during those interruptions in educational programming result in a student becoming so frustrated, lost or confused that the student withdraws from the learning process
- **Severity of disability** — Is the student's disability severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement or severe multiple disabilities?

Procedure

- Should your student be found eligible for ESY, the case manager will call you to discuss which services will be offered.
- A revision will be made to the IEP and a NOREP will be sent home.
- You will then check that you agree or disagree to have your student participate in ESY, sign and return the NOREP to 21CCCS.

ESY Services Offered

Coping Skills Group

Social Skills

Counseling

PT, OT and Speech Services

Math, Reading and Writing Skills

Dates for ESY

June 19th-July 27th, M, T, W, Th

Length of sessions depends on the service.

Students must attend these sessions.

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Interagency

Presented by Mrs. Caroline Wagner



Introduction

- Special Education Teacher
 - 9-11th grade AA/CM
 - General Math MS
 - Reading, Math, Writing Progress Monitoring 9
- 5th school year at 21CCCS
 - Murrysville office
- Certifications:
 - PK- 6 Elementary
 - PK- 8 Special Education
 - Masters in 7-12 Special Education



What is interagency?

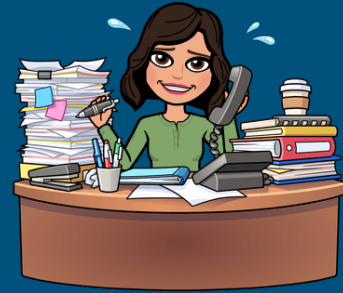


What is interagency?

- Multiples agencies working together to achieve a common goal
- These goals can include:
 - Improving post-secondary success of students
 - Coordinating services and supports
 - Identifying and addressing gaps in services within the community
 - Sharing resources to reduce costs
 - Promoting efficient service delivery

3 Areas for Goals and Bridging Gaps

- Post-secondary education/training
- Employment
- Independent living



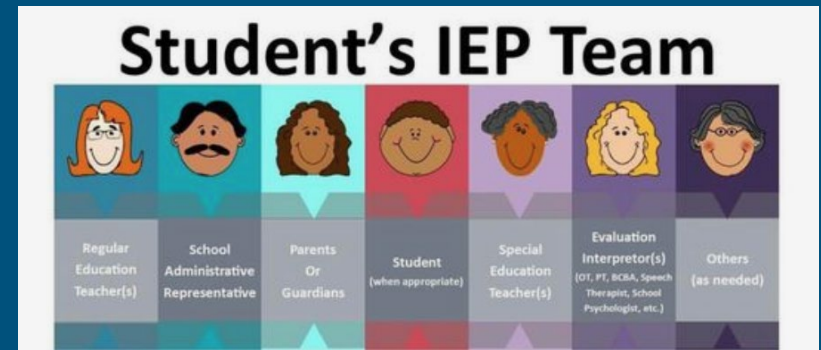


Who can be involved in interagency?

- School personnel
 - Special education teachers
 - Transition coordinators
 - Guidance counselors
 - School social workers
- Families & students
- Community organizations & agencies
 - Vocational rehabilitation
 - Disability-specific agencies

How might interagency be organized?

- IEP/Transition Team
 - Works directly with student
 - Creates individual transition plan
 - Team members based on individual needs of student
 - Active participation from students and parents



How might interagency be organized?

- School/Community Team
 - Plans transition services at the community level
 - Ex: Resource fairs
 - Link education and adult service providers



Resource Fair

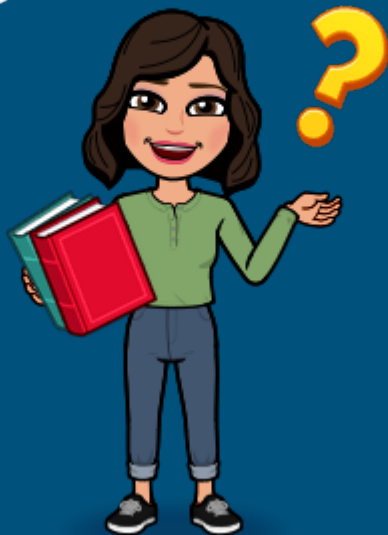
How might interagency be organized?

- State Team

- Typically, not direct service personnel
- Evaluate success of local & state transition services
- Leaders of public agencies or representatives from disability organizations
- Establish, evaluate, & revise policy



any questions?



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CCIU Training & Consultation

Understanding Assessments

Presenters:

Dr. Michelle Gagliano, PhD. michelleg@cciu.org

Michelle MacLuckie, M.Ed., MSL michellemac@cciu.org

Statistics

T-score – A type of standardized score based on a score distribution that has a mean of 50 and a standard deviation of 10. For example, a raw score that is 1 standard deviation above its mean would be converted to a *T* score of 60.

Confidence Level – A value expressing the frequency with which a given confidence interval contains the true value of the parameter being estimated. The confidence level generally used is 95% or 99%.

For example, a 95% confidence level indicates that in 95% of all estimates based on a random sample of a given size the confidence interval will contain the true value of the population mean.

Percentile - The location of a score expressed as the percentage of cases in the data set with scores equal to or below the score in question.

If a score is in the 90th percentile, then 90% of the scores in the distribution are equal to or lower than that score.

Source: American Psychological Association Dictionary



Cognitive

Wechsler Intelligence Scale for Children – Fifth Edition

Why?

- Identify and diagnose intellectual and learning disabilities.
- Evaluate cognitive processing strengths and weaknesses.
- Assess giftedness and the impact of brain injuries.

- 5 factors:
 - Verbal Comprehension
 - Visual-spatial (ability to analyze and synthesize information)
 - Working Memory (visual and verbal)
 - Fluid Reasoning (quantitative reasoning)
 - Processing Speed

- Ancillary Index Scales: Non-verbal, General Ability, Cognitive Proficiency



Cognitive

Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)

Intelligence assessment; Memory assessment; Speeded Processing assessment

8 subtests, requires low motor demand

VIX assess verbal reasoning; crystallized intelligence.

Ability to access and apply prior learning in solving language-related tasks.

NIX assess nonverbal reasoning and spatial ability; fluid intelligence.

VIX and NIX are combined to form an overall Composite Intelligence Index (CIX), more reliable assessment of general intelligence (g).

Verbal memory and nonverbal memory subtests are combined to form a Composite Memory Index (CMX) assess verbal and nonverbal speeded processing.

The speeded naming and speeded picture search subtests are combined to form Speeded Processing Index.



Cognitive

The (WJCA-IV) Woodcock-Johnson Test of Cognitive Abilities-4th Edition

Woodcock-Johnson IV (WJ IV) system includes co-normed cognitive, achievement, and oral language batteries.

Identifies exceptionalities and disabilities, relative cognitive strengths and weaknesses.

Links evaluation data to interventions or accommodations.

Ability to select tests for specific referral concerns.

Allows examiners to utilize applications of CHC theory.

Cognitive Composites - General Intellectual ability (GAI), Brief Intellectual Ability (BIA) and Fluid Reasoning (Gf) – Comprehension-Knowledge (Gc) Composite

CHC Factors - Fluid Reasoning (Gf) – Comprehension-Knowledge (Gc), Short-Term Working Memory, Cognitive Processing Speed, Auditory Processing, Long-Term Retrieval, Visual Processing

Subtests examples: Oral vocabulary, Letter-Pattern Matching, Phonological Processing, Story Recall, Visualization, General Information, Concept Formation, Numbers Reversed

Extended battery and oral language battery

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Achievement

The Woodcock-Johnson Test of Achievement-4th Edition (WJTA-IV)

- Identify academic functioning and growth over time.
- Determines relative academic strengths and weaknesses.
- Use data to inform educational programming and IEPs.
- Pinpoints areas of academic functioning related to specific learning disabilities.
- Increase diagnostic capabilities by using alongside co-normed Cognitive Abilities and Oral Language batteries.
- Compares skills, fluency, and application in areas of:
 - Reading – Basic reading skills, reading comprehension, reading fluency, reading rate
 - Written Language - Written language, basic writing skills, written expression
 - Mathematics – Math calculation skills, math problem solving
 - Select specific tests for your referral concern with flexible administration design

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Achievement

The Kaufman Test of Academic Achievement – 3

Evaluate academic skills in reading, math, written language, and oral language.
Measures progress or response to intervention.
Dyslexia Index Scores for screenings, research, and inclusion in an assessment battery.

Academic Skills Battery (ASB) Composite, Reading Composite, Written Language Composite, Math Composite

Some Supplemental Composites:

Sound-Symbol Composite – Phonological Processing, Nonsense Word Decoding

Decoding Composite – Letter and Word Recognition, Nonsense Word Decoding

Reading Fluency Composite – Silent Reading Fluency, Word Recognition Fluency, Decoding Fluency
Reading Understanding Composite – Reading Comprehension, Reading Vocabulary



Executive Functioning and Behavior

The Behavior Rating Inventory of Executive Function (BRIEF-2)

Parent, teacher and self-report forms

Parent and Teacher Forms each contain 86 items measuring different aspects of executive function.

The 8 clinical scales form two broader Indexes:

Behavioral Regulation - Inhibit, Shift, Emotional Control

Metacognition - Initiate, Working Memory, Plan/Organize, Organization of Materials, Monitor

Global Executive Composite – overall score

- Eight clinical scales Two validity scales (Inconsistency and Negativity)
- The Working Memory and Inhibit scales differentiate among ADHD subtypes.



Executive Functioning and Behavior

Behavior Assessment System for Children - (BASC-3)

Teacher Rating Scales (TRS) & Parent Rating Scales (PRS) - Adaptive and problem behaviors in the school setting

Self-Report of Personality (SRP) - Adaptive and problem behaviors in the school setting

Student Observation System (SOS)

- Records: Direct observations of a child's behavior in a classroom setting
 - Assesses: Both adaptive and maladaptive behaviors, from positive peer interaction to repetitive motor movements
 - Uses momentary time sampling during three-second intervals spaced 30 seconds apart over a 15-minute period
- Composites** – Adaptive Skills, Behavioral Symptoms Index, Externalizing Problems, Internalizing Problems, School Problems
 - Clinical Indexes** – ADHD Probability Index, Autism Probability Index, Clinical Probability Index, EBD Probability Index, Functional Impairment Index
 - Executive Functioning Index** – Attentional Control Index, Behavioral Control Index, Emotional Control Index, Overall Executive Functioning Index, Problem Solving Index



Adaptive Behavior

Adaptive Behavior Assessment System, Third Edition

Assesses adaptive skills across the lifespan.

Useful for evaluating developmental delays, autism spectrum disorder, intellectual disability, learning disabilities, neuropsychological disorders, and sensory or physical impairments.

Diagnose and classify various developmental, learning, and behavioral disabilities and disorders.

Identify strengths and weaknesses.

Develop treatment plans and training goals.

Document and monitor progress over time.

Assessment of 11 essential skill areas within 3 major adaptive domains: Conceptual, Social, and Practical



Adaptive Behavior

Vineland Adaptive Behavior Scale 3

Interview, Parent/Caregiver and Teacher Formats

Supports the diagnosis of intellectual and developmental disabilities.

Provides information for developing educational and treatment plans.

Can measure adaptive behavior of individuals with: Intellectual and Developmental Disabilities, Autism spectrum disorders (ASDs), ADHD, Post-traumatic brain injury, Hearing impairment, Dementia/Alzheimer's disease

Domains:

Communication – Receptive, Expressive, Written

Daily Living Skills - Personal, Domestic, Community

Socialization – Interpersonal Relationships, Play and Leisure, Coping Skills

Motor Skills (Optional) – Fine Motor, Gross Motor

Maladaptive Behavior (Optional) – Internalizing, Externalizing, Critical Items

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Thanks for your feedback!

<https://tinyurl.com/2ehjdknj>

School Counselors
Special Education Teachers
Special Education Supervisor
Director of Special Education