

21ST CENTURY CYBER CS

Charter School Annual Report | 2023 - 2024

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

(484)875-5400

Extension**Authorizing District(s)**

Cyber Charter - PDE is Authorizing Entity (**CHECKED**)

Upload Current Charter (PDF only)

21st Century Renewal Decision (6).pdf

2015 Renewal (3).pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Ms. Andrea Fox	Chairperson	
Dr. Michele Orner	Vice Chairperson	
Ms. Denise Strohmayr	Board Member	(CHECKED)
Dr. Marlene Fares	Board Member	(CHECKED)
Dr. David McConnell	Board Member	(CHECKED)
Ms. Mollie Burnett	Board Member	
Dr. Veronica Andes	Board Member	(CHECKED)

Explanation of Board of Trustees Changes

Four previous Board Members resigned so they needed to be replaced.

Board of Trustees Meeting Schedule

Location	Date	Time
Via WebEx @ 21st Century Cyber Charter School	2023-08-08	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2023-09-12	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2023-10-10	1:00 PM

Via WebEx @ 21st Century Cyber Charter School	2023-11-14	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2023-12-12	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2024-01-09	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2024-02-13	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2024-03-12	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2024-04-09	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2024-05-14	1:00 PM
Via WebEx @ 21st Century Cyber Charter School	2024-05-28	1:00 PM

Upload Board Minutes

2023-2024 SY Minutes.pdf

Leadership Team

Name	Title/Position	Check if New Member
Dr. Matthew Flannery	Chief Executive Officer	
Dr. Monica Frank	Principal	
Ms. Erika Laidlaw	Principal	

Dr. Nora Wheeler	Chief Academic Officer	(CHECKED)
Mr. Jason Palaia	Director of Special Education	(CHECKED)
Mr. Sherif Kamel	Human Resource Officer	(CHECKED)
Mr. Jonathon Shiota	Business Manager	(CHECKED)
Dr. Kelly Sherbondy	Assistant Principal	
Ms. Melody Dunn	Assistant Principal	
Mr. Mike Matz	Other	

Explanation of Leadership Changes

The Chief Academic Officer (Director of Curriculum), Director of Special Education, Director of Human Resources and the Business Manager resigned and were replaced by the people noted above in the Leadership Team section.

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

PDE 414 2324 SY.xlsx

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	2	2	0	0	0	2
Assistant Principal	2	2	0	0	0	2
Classroom Teacher (including Master Teachers)	35	35	0	0	2	33
Specialty Teacher (including Master Teachers)	13	13	0	0	0	13
Special Education Teacher (including Master Teachers)	9	9	0	0	3	8
Special Education Coordinator	2	2	0	0	1	1
Counselor	6	6	0	0	0	6

Psychologist	0	0	0	0	0	0
School Nurse	1	1	0	0	0	1
IT Director	1	1	0	0	0	1
Business Administrator	2	2	0	0	1	1
ISD, Curriculum Developers, Tech Support	20	20	0	0	2	22
HR Manager	2	2	0	0	1	1
Student Support Manager, Facilities Manager	2	2	0	0	0	2
Business Office, Administrative Support Staff, Teaching Assistants	62	62	0	0	8	52
Other	7	7	0	0	1	6
Totals	167	167	0	0	19	152

Explanation of Substantial Differences

Our "number of Staff Contracted for Following Year" has increased from 137 in 2022-23 to 152 in 2023-24. We agreed to an MOU with our Education Association to allow their members the option of working from home more often during this past school year. As a result of this WFH opportunity, which was initiated as a recruiting and retention of staff strategy, we have been successful in hiring numerous positions that had previously had been unfilled.

Fiscal Matters

Major Fundraising Activities

No major fundraising activities planned for this year or next year.

Fiscal Solvency Policies

No changes or additions to the policies and procedures.

Accounting System

We utilize the 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 GAAP. There are no changes to the accounting system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary 23-24 Revenues: \$22,620,494.32 Preliminary 23-24 Expenditures: \$21,508,644.92

Preliminary 23-24 Fund Balance: \$23,794,618.10

Upload Statements of Revenues, Expenditures & Fund Balances

faflx17CombinedBalanceSheet.pdf

faflx06SummarizedExpenditures.pdf

faflx07SummarizedRevenues.xlsx

Financial Audit Basics

Audit Firm

Herbein

Date of Last Audit

2023-12-12

Fiscal Year Last Audited

2023

Explanation of the Report

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 21st Century Cyber Charter School, as of June 30, 2023, 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.

Upload Financial Audit Document(s)

2022-23 Financial Audit Report.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
Opinions	We have audited the accompanying financial statements of the governmental activities and each major fund of 21st Century Cyber Charter School, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise 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 21st Century Cyber Charter School, as of June 30, 2023, 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 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, 2022, 21st Century Cyber Charter School adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 96,

	Subscription-Based Information Technology Arrangements. 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 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	<p>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:</p> <ul style="list-style-type: none"> • 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 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

	<p>financial statements. • Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about 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.</p>
Required Supplementary Information	<p>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 64 through 68 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.</p>
Other Reporting Required by Government Auditing Standards	<p>In accordance with Government Auditing Standards, we have also issued our report dated December 12, 2023, on our consideration of 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 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 21st Century Cyber Charter School’s internal control over financial reporting and compliance.</p>

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

No

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	1.5	21st Century Cyber Charter School Social Worker	92
Social Skills	2.25	21st Century Cyber Charter School Social Worker	70
Counseling	9	21st Century Cyber Charter School Social Worker	18
Counseling	24	Outside Contractor	45
Speech and Language	19.14	Outside Contractor	34
Occupational Therapy	6.34	Outside Contractor	22
Physical Therapy	0	N/A	0
Executive Functioning Skills	6.75	Outside Contractor	13

Vision	0.375	Outside Contractor	2
Hearing	0	N/A	0
PCA Support	6	Outside Contractor	162.5
Reading Support	2	Outside Contractor	5.5
Tutoring	0	N/A	0

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2023-05-31

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report

21st Century Cyber CS_Corrective Action Verification_CS_2022_638537805756259216.pdf

Administrative Procedures for Internal Controls of IEP Development

Policy 1013.pdf

Special Education Personnel Development

Autism

Training not offered.

BehaviorSupport

Description of Training			
The Formula for Understanding Student Behavior			
Lead Person/Position		Year of Training	
Nora Wheeler		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	1	Thom Stecher	All Staff

Training Date Complete

2023-12-12

December 12 PM PD Session.pdf

Understanding Student Behavior Attendance.pdf

Paraprofessional

Training not offered.

Transition

Training not offered.

ScienceofLiteracy

Description of Training			
Structured Literacy Overview			
Lead Person/Position		Year of Training	
Nora Wheeler and Jackie Arthur		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	1	Chester County Intermediate Unit	All Staff

Training Date Complete

2023-10-17

Structured Literacy Overview.pdf

Structured Literacy Attendance.pdf

ParentTraining

Description of Training

There were several Trainings provided this year for parents. Attached in the attendance section is a list of trainings.			
Lead Person/Position		Year of Training	
Katie Leber		2023-2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	9	21st Century Cyber Charter School - Social Worker	Parents

Training Date Complete

2024-05-28

2023-2034 Parent Sessions.xlsx

January 2024 Fostering Safe Emotional Regulation Parent Presentation.pdf

IEPDevelopment

Description of Training			
ESY Section and 7 Factors			
Lead Person/Position		Year of Training	
Rachel Yevel and Jason Palaia		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	CCIU	Special Education Staff

Training Date Complete

2024-04-15

ESY Services in PA.pdf

TDR_ESY_.pdf

ESY Training Attendance CCIU.csv

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1275	Secondary	Part-time (0.5)	08/19/2024 02:44 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)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1384	Secondary	Part-time (0.5)	07/30/2024 09:42 AM

Building Name		
21st Century Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1380	Secondary	Full-time (1.0)	07/30/2024 10:08 AM

Building Name		
21st Century Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1359	Secondary	Full-time (1.0)	07/30/2024 09:39 AM

Building Name		
21st Century Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1389	Secondary	Full-time (1.0)	07/30/2024 09:37 AM

Building Name		
----------------------	--	--

21st Century Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1385	Secondary	Full-time (1.0)	07/30/2024 09:34 AM

Building Name		
21st Century Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1208	Secondary	Full-time (1.0)	07/30/2024 09:29 AM

Building Name		
21st Century Cyber CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1207	Secondary	Full-time (1.0)	07/30/2024 09:28 AM

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 13
Age Range Justification		FTE %
		1

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Office Furniture - Cabinets/Accessories	West Chester, Pennsylvania	6937.51
Paging System	West Chester, Pennsylvania	19250.00
Security Window Film	West Chester, Pennsylvania	4707.31
UPS Battery Replacement	West Chester, Pennsylvania	8921.29
HVAC Improvements	West Chester, Pennsylvania	15520.00

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 currently have two locations; Murrysville and West Chester. We own the West Chester facility and do not have any need to increase its size. In the next three to five years we will most likely need to replace the roof. Otherwise, the West Chester building is in good condition and not in need of any other development and/or repairs. We lease the Murrysville facility. In the next three years we will be looking for a smaller and more cost efficient location that still meets our needs.

Memorandum of Understanding

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

Murrysville Police Department	This Memorandum establishes procedures to be followed when certain incidents occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.
21st Century CCS Education Association	WFH MOU - Allow bargaining unit members the option to work from home. The agreement may be renewed on a yearly basis.
21st Century CCS Education Association	260 day MOU - provides clarification on the work year for certain bargaining unit members.
21st Century CCS Education Association	Community Outreach Events - provides clarification on the expectations of bargaining unit members who are hired after the start of the school year.
21st Century CCS Education Association	21CCCS & Ed. Assoc. - modification of terms with a bargaining unit member.
21st Century CCS Education Association	MOU - Education Association - additional work from home day for special education teachers until the CBA was agreed upon.
21st Century CCS Education Association	MOU #4 - allows 21CCCS to contract with the Chester County IU for ELL services until a full-time employee can be hired.

Upload of Memorandum of Understanding Document(s)

MOU - West Goshen PD - 23-25 SY.pdf

MOU - Murrysville PD - 23-25 SY.pdf

MOU - Education Association (2).pdf

EA MOU #4 - ELL Position (1).pdf

MOU - EA 3 - Retro Pay.pdf

MOU - Education Association (2) (1).pdf

MOU - EA 5 - Community Outreach.pdf

MOU - EA 6 - WFH (1).pdf

MOU - EA 7 - 260 Day Employees.pdf

Articulation Agreements

Partnering Institution

Commonwealth University

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Commonwealth University April 2023-2026.pdf

Partnering Institution

Messiah University

Agreement Type

Program/Course Area

General Education Elective Courses

Upload Articulation Agreement

Agreement - Messiah University.pdf

Partnering Institution

Luzerne Community College

Agreement Type**Program/Course Area**

General Education Elective Courses

Upload Articulation Agreement

24-25 Luzerne County Community College_ff8d4e41.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

4848755400

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

23-24 SY Board Affirmation Statement for Annual Report.pdf

Date of Approval

2024-07-29

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", with a stylized, cursive script.

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.

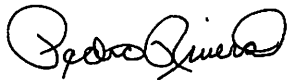
21st Century Cyber Charter School (21st Century) was granted a charter by the Department for the term of July 1, 2011 through June 30, 2016. 21st Century submitted a renewal application to continue operating a cyber charter school and has been permitted to continue to operate its cyber charter school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

A handwritten signature in black ink, appearing to read "Pedro Rivera", written in a cursive style.

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.

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.

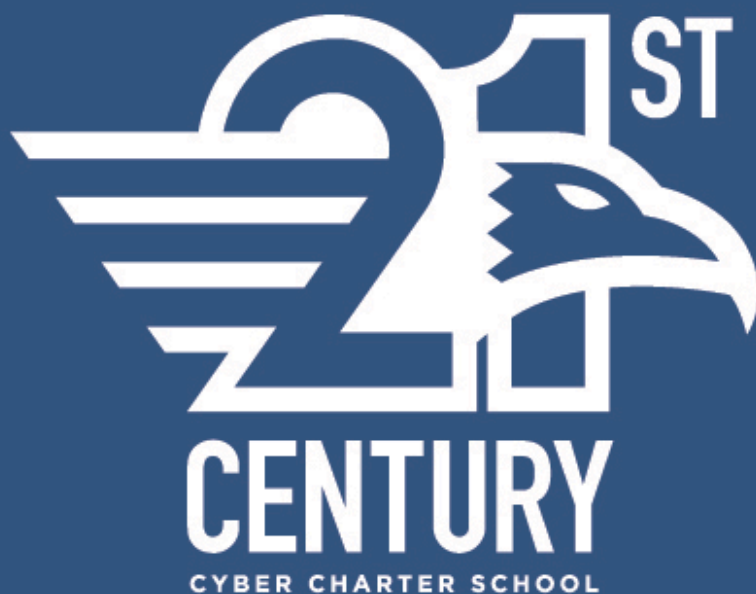
21st Century was designated A-TSI in December 2018, based on a graduation rate of 51.26% for the Economically Disadvantaged student group. Any school or student subgroup is identified for CSI or A-TSI if the combined 4-year and 5-year adjusted cohort graduation rate is at or below 67%.

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, with the first name 'Kim' and last name 'McCully' clearly distinguishable.

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 <u>X</u>	Does the cyber charter school have an existing retirement system? Yes <u>X</u> 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.

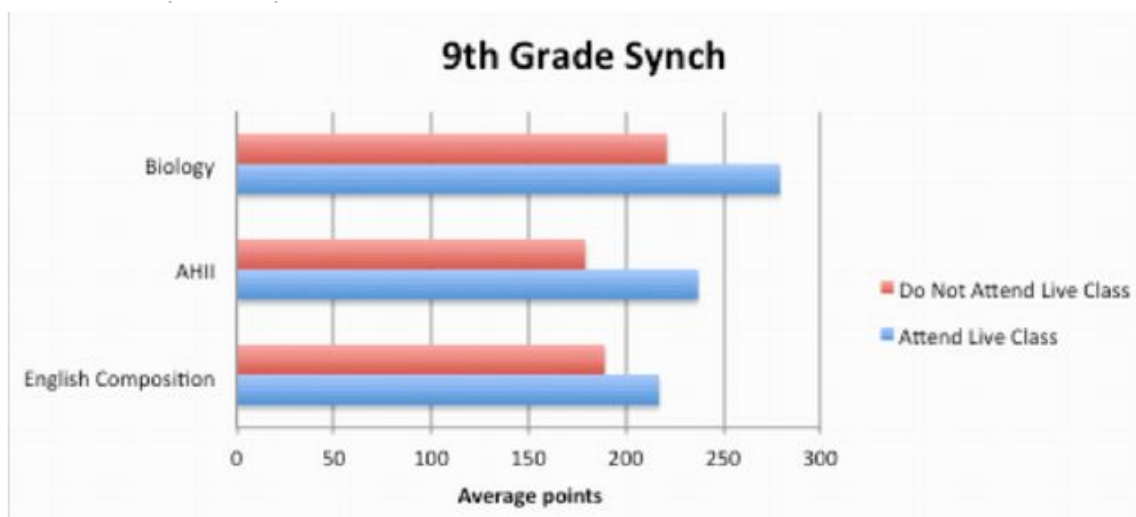
For students at risk of failure or not making reasonable progress, the school has a number of methods in place for students to achieve success. One method is the assignment of a Learning Coach (or P4SL, as referenced earlier) to each student in the school. Unlike a course instructor, the Learning Coach 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

Grade: 7

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	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

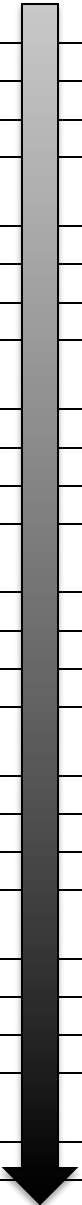
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	11.5	28.8	13.3	17.4	10	Science is not used to determine AYP.
	% Basic	17.3	20	14.5	13.8	20	
	% Proficient	46.2	25	38.6	45	45.3	
	% Advanced	25	26.3	33.7	23.9	24.7	
IEP	% 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

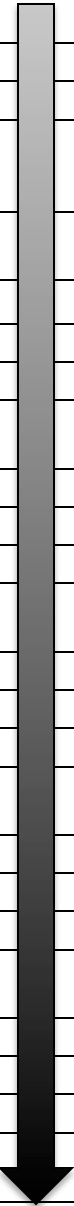
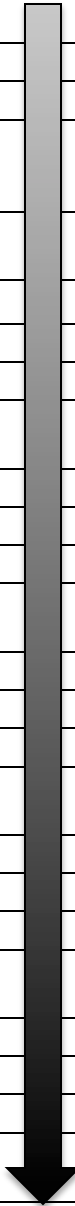
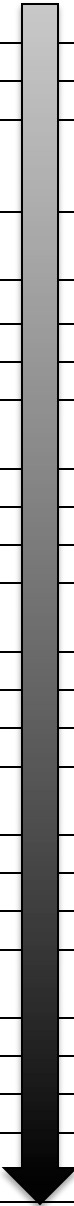
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	0	0	2	3.7		Writing is not used to determine AYP.
	% Basic	34	43.6	43.2	30.3		
	% Proficient	52.8	51.3	50.6	59.6		
	% Advanced	13.2	5.1	4.9	6.4		
IEP	% Below Basic	*	*	*	*		
	% 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

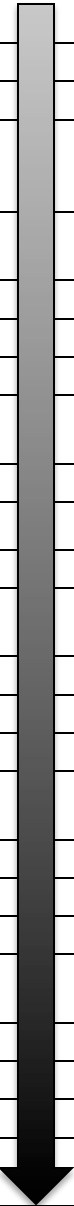
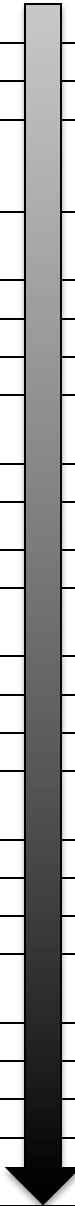
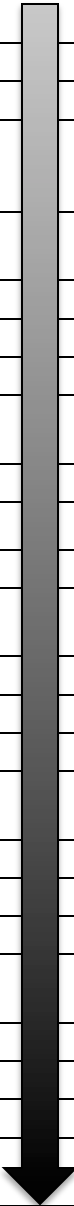
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	29.1	33.9				Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	20.5	22.6				
	% 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

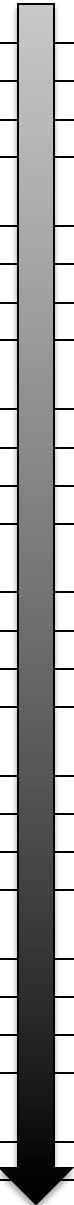
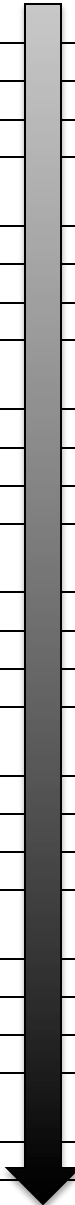
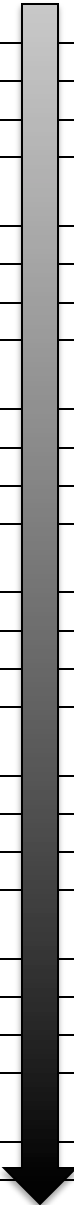
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	7.8	11.4				Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15.
	% Basic	14.1	16.7				
	% 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

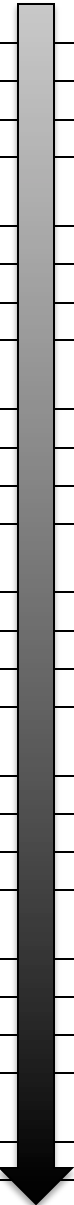
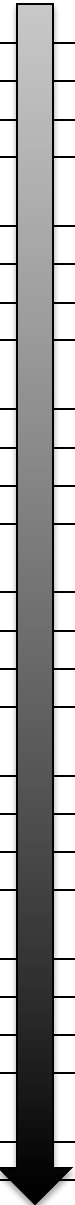
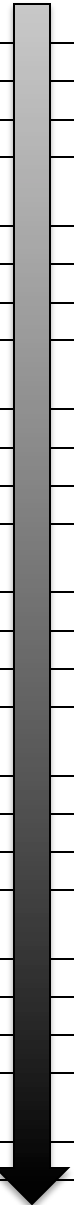
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	0	3.6				Writing is not used to determine AYP.
	% Basic	8.5	11.7				
	% Proficient	64.3	74.8				
	% Advanced	27.1	9.9				
IEP	% Below Basic	*	*				
	% Basic	*	*				
	% Proficient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

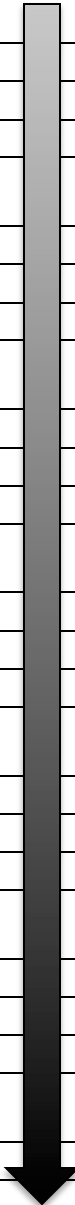
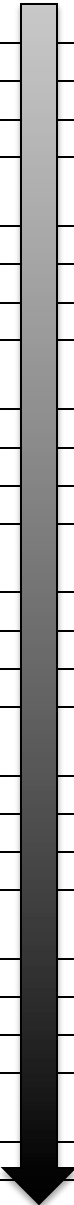
Subgroup		Year 10-11	Year 11-12	Year 12-13	Year 13-14	Year 14-15	How did this affect AYP determination?
All Students	% Below Basic	11.7	4.5				Science is not used to determine AYP.
	% Basic	39.1	44.5				
	% Proficient	25.8	36.4				
	% Advanced	23.4	14.5				
IEP	% Below Basic	18	31				
	% Basic	73	46				
	% 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/Hispani c	% Below Basic	8	*				
	% Basic	46	*				
	% Proficient	46	*				
	% Advanced	0	*				

* No measureable sub-group at this time

Keystone Report for Previous Years

Grade: N/A

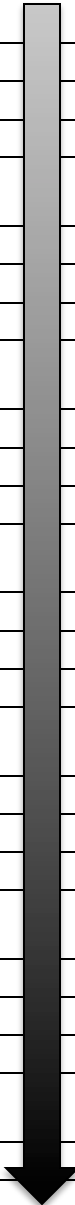
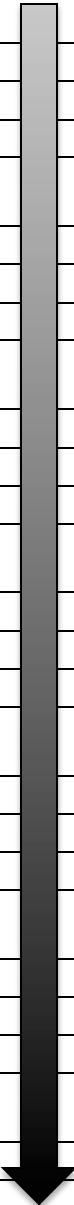
Subject: Algebra

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						
	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

Keystone Report for Previous Years

Grade: N/A

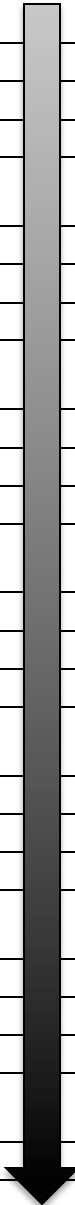
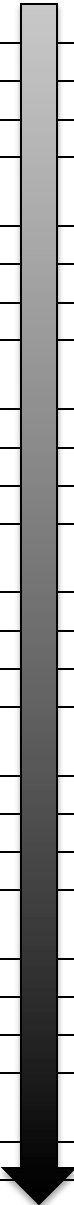
Subject: Biology

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						
	% 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						
	% 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.

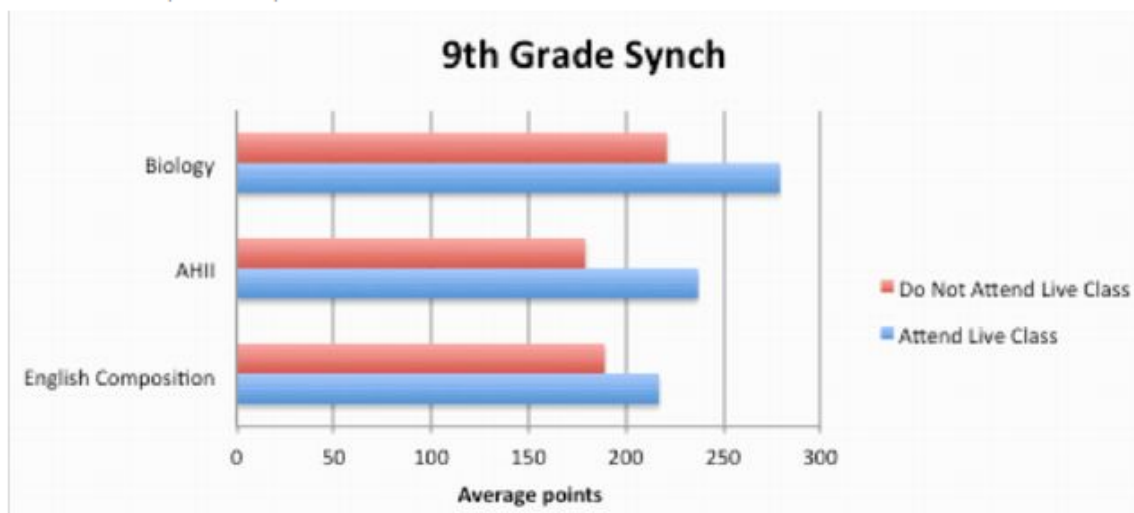
Another strategy in place to ensure students are being served as a whole is the learning coach (P4SL) model. Each teacher at 21CCCS is a learning coach (or P4SL) to a group of roughly 25 students or less. As the learning coach, the teacher is in constant communication with the student and family in regards 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 - Mathematics	72% 53%	75% 58%	78% 63%	81% 68%	84% 73%	87% 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 Education (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	8-12	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					
		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 Admin. I	8825 1115	Citizenship 10-12 Principal K-12	9-12	Principal	1950	100	0
1048	Weidenmuller, Lauren	Instr. I Instr. I	2860 3230	Mid. Level Mathematics, 7-9 English 7-12	9-12	Creative Writing, Elements of Language, English Composition	1462.5	100	0
1105	Wilkin, Theresa	Instr. I Instr. I	2860 3230	Mid. Level Mathematics, 7-9 English 7-12	6-12	Teaching Assistant	1462.5	0	100
1010	Wilson, John	Instr. II Prog. Spec. Instr. II Instr. II Instr. II	1603 4499 6800 8470 3230	Business Education K-12 English as Second Lang, K-12 Mathematics Physics 10-12 English 7-12	9-12	Physics, Personal Finance, Intro to Statistics, Intro to Accounting, Algebra III & Trigonometry	1462.5	100	0
1044	Winterode, Mike	Instr. I Instr. I Instr. I	2860 8875 9225	Mid. Level Mathematics, 7-9 Social Studies, 7-12 Spec. Ed, Resource Pre K-12	9-12	Psychology, World History	1462.5	100	0
1085	Zaayenga, Dianne	Instr. I Instr. I	8405 8420	Biology 7-12 Chemistry 7-12	9-12	Chemistry, Physical Science, Intro to Forensic Science	1462.5	100	0

- **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

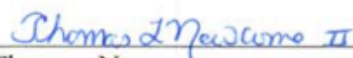
We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.



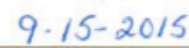
Kim McCully
Chief Executive Officer



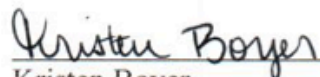
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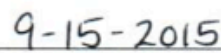
Thomas Newcome
President, Board of Trustees



Date



Kristen Boyer
Secretary, Board of Trustees



Date

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Alexis, Maria	Instructional II Environmental Education PK-12 (4820) Instructional II Science - Biology 7-12 (8405)	8-12	Science 8, Into to Science Principles, Intro to Anatomy	1448	100	0
2	Andrulewich , Lauren	Ed Spec I Specialist - Elementary & Secondary School Counselor PK-12 (1839)	9-12	School Counselor	1448	100	0
3	Bell, Alyssa	Instructional I Science - Biology 7-12(8405) Instructional I Grades 4-8 Science (3100-05)	6-12	Science 7, Environmental Science, Fundamentals of Science-SOAR, Intro to Science Principals- SOAR, General Science MS, General Science HS, Fundamentals of Science	1448	100	0
4	Beyer, Rebecca	Instructional I Health and Physical Education PK-12 (4805)	6-12	PE/Health 6, PE/Health 8, MS Seminar, HS PE	1448	100	0
5	Bugay, John	Instructional II Mathematics 7-12 (6800) Instructional II Science - Biology 7-12 (8405) Instructional II Science - General Science 7-12(8450) Instructional II Science - Physics 7-12(8470)	9-12	Into to Sci. Principles, Earth and Space, Keystone Bio	1598	100	0
6	Chamberlain, Susan	Instructional I English 7-12 (3230)	9-12	Elements of English Literature and Composition, AP Lit, Business Communication	1448	100	0
7	Chu, Peicheng	Instructional II Middle Level Mathematice 6-9 (2860). Instructional II Chinese (4405). Instructional II German(4420) Instructional II Safety/Driver Education 7-12(5215)	9-12	German I, Chinese I, Study Skills, Keyboarding, Mandarin Chinese II, German II	1950	100	0
8	Cooke, Ashley	Ed Spec II Elementary School Counselor (1836) Ed Spec II Secondary School Counselor (1837)	9-12	School Counselor, Career & College Readiness	1950	100	0
9	Copenhaver, Alex	Instructional I Mathematics 7-12 (6800)	9-12	Consumer Math, Fundamentals of Math- SOAR, Consumer Math-SOAR, PreCalculus	1448	100	0
10	Copper, Paige	Instructional I English 7-12 (3230)	9-12	British Lit, Fundamentals of English II, English Lit	1448	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
11	Cote, Brian	Administrative I School Admin. - Principal PK-12 (1115) Letter of Eligibilty- Superintendent PK-12 (1150). Instructional II Elementary K-6 (2810)	6-12	Administrative Project Coordinator	225	100	0
12	Cronin, Robert	Instructional I Environmental Education PK-12 (4820)	9-12	Biology, AP Environmental Science, Genetics	1448	100	0
13	Dayan, Brandon	Instructional I English 7-12 (3230). Instructional I Social Studies (8875). Instructional I Citizenship 7-12 (8825)	9-12	AP Human Geography, Personal Finance, American History II	1448	100	0
14	Delaney, Cathleen	Instructional I - Social Studies 7-12 (8875)	9-12	World History, Philosophy, Ancient History, Fundamentals of Social Studies- SOAR	1448	100	0
15	DeRita, Jacalyn	Instructional I Science - Earth and Space 7-12 (8440) Instructional I Science - General Science 7-12 (8450)	6-12	Science 6, Astronomy, Earth and Space	1448	100	0
16	DeRita, Stephanie	Program Specialist Program Specialist - English as a Second Language PK-12 (4499) Instructional II Special Education PK-12 (9225) Instructional II Elementary Education K-6	6-12	English Language Learner Teacher	263	100	0
17	Devey, Jennifer	Instructional I Middle Level English 6-9 (2850) Instructional I Middle Level Citz. Education 6-9 (2870), Instructional I Early Childhood N-3 (2840) Instructional I Special Education PK-12 (9225) Instructional I Elementary K-6 (2810) Emergency Permit: LT Sub w/Educational Obligation English 7-12. (3230) Emergency Permit: LT Sub w/Educational Obligation Social Studies 7-12 (8875) Emergency Permit: LT Sub w/Educational Obligations Social Science 7-12 (8865)	9-12	Business Communications, English Literature-SOAR, World History, World Geography	1215	100	0
18	Dickinson, Mark	Instructional I - Social Studies 7-12 (8875)	9-12	World Geography , Sociology, Work Study I, Work Study II	1598	100	0
19	Donnelly, Brian	Instructional I - Social Studies 7-12 (8875) Ed Spec I- Instructional Technology Specialist PK-12 (1825)	9-12	Content Developer, Sociology, World Geography, Work Study I	1950	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
20	Douglas, Lauren	Instructional II -Science Biology 7-12 (8405)	9-12	Anatomy & Physiology, Into to Sci. Principles, AP Biology	1448	100	0
21	Driscoll, James	Instructional I - Social Studies 7-12 (8875)	9-12	Fundamentals of Government, AP Psych, Psychology	1448	100	0
22	Duffy, Victoria	Instructional II English 7-12 (3230)	9-12	Fundamentals of English I, English Literature, Informational Writing, Graphic Novel	1448	100	0
23	Dunn , Melody	Administrative I School Admin. - Principal PK-12 (1115)	9-12	High School Assistant Prinicipal	1950	100	0
24	Elder, Laura	Instructional II English 7-12 (3230) Instructional II Middle Level Citizenship Ed 6-9 (2870). Instructional II Citizenship Education 7-12 (8825) Instructional II Social Studies 7-12 (8875)	9-12	American History II, AP US History	1448	100	0
25	Ellsworth, Amy	Instructional II Mathematics 7-12 (6800)	9-12	Geometry, Calculus, AP Calculus	1448	100	0
26	Farrell, Kristi	Instructional I Mathematics 7-12 (6800)	7-11	Math 7, Math 8, Geometry, Algebra Concepts	1448	100	0
27	Faunce, Jill	Emergency Permit: LT Sub with No Educational Obligation Mathematics 7-12 (6800). Emergency Permit: LT Sub with No Educational Obligation Art PK-12 (1405). Emergency Permit: LT Sub with Educational Obligation Family-Consumer Sci PK-12 (5600) Emergency Permit: LT Sub with Educational Obligation English 7-12 (3230). Emergency Permit: LT Sub with Educational Obligation Social Studies 7-12 (8875)	9-12	Business Commuications, Fundamentals of English-SOAR, World History, Advanced Photography, Intro to Photography, Family and Consumer Science	450	100	0
28	Fiolo-Miller, Jennifer	Instructional II English 7-12 (3230) Instructional I Reading Specialist PK-12 (7650)	9-12	American Literature, Creative Writing, Fundamentals of English II, English Composition	1448	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
29	Flannery, Matthew	Administrative II Elementary Principal K-6 (1100). Letter of Eligibility -Superintendent PK-12 (1150)	6-12	CEO	1950	100	0
30	Frank Monica	Administrative I School Admin. - Principal PK-12 (1115) Instructional I Middle Level Mathematics 6-9(2860). Instructional I Middle Level Citizenship Ed 6-9 (2870). Instructional I Middle Level Science (2880) Instrutional Family and Consumer Science PK-12 (5600)	9-12	High School Prinicipal	1448	100	0
31	Galette, Steven	Instructional II Health and Physical Education PK-12 (4805)	7-12	PE/Health 7, PE/Health 8, HS Seminar, HS HS Health, HS Physical Education	1448	100	0
32	Geller, Kimberly	Instructional I - Art Education PK-12 (1405) Instrctional I - Middle Level Mathematice 6-9 (2860)	6-12	Digital Drawing, Drawing, Art I, Art III, Watercolors	1448	100	0
33	Giagnacova, Nancy	Instructional I Elementary K-6 (2810). Admin I- Principal PK-12 (1115). Letter of Eligibility -Superintendent PK-12 (1150) Supervisory- Supervisor of Special Education PK-12 (9215). Supervisory - Supervisor of Curriculum & Instruction PK-12 (2915)	6-12	Supervisor of Special Education	1313	100	0
34	Giandonato, Mary Beth	Ed Spec I - Specialist - Elementary & Secondary School Counselor PK-12 (1839)	6-8	School Counselor, My Journeys 6, My Journeys 7, My Journeys 8,	1598	100	0
35	Gibb, Darren	Instructional II Middle Level Mathematice 6-9 (2860). Instructional I - Social Studies 7-12 (8875)	8-12	American History I , World Religionm American Heritage	1448	100	0
36	Gibson, Emily	Instructional II Communications 7-12 (3200). Insturctional II English 7-12(3230). Instructional II Family and Consumer Science PK-12 (5600)	9	English Composition	1448	100	0
37	Griffin, Katelyn	Instructional I English 7-12 (3230) Instructional I Grade 4-8 Mathematics (3100-01)	6-7	ELA 8, ELA 7	1448	100	0
38	Grobman Jodi	Instructional II Mathematics 7-12 (6800) Instructional II Social Studies 7-12 (8875)	9-12	Algebra Concepts, Fundamentals of Math	1448	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
39	Hammond, Jessica	Instructional I English 7-12 (3230)	10-12	Engligh Literature, Keystone Literature	1448	100	0
40	Hanson, Ruth	Instructional II Science- General Science 7-12 (8450). Instructional II Science- Physics 7-12 (8470)	9-12	Fundamentals of Science, Physical Science, Physics	1448	100	0
41	Harris, Steven	Instructional I- Special Education PK-12 (9231). Instructional I Social Studies 7-12 (8875). Instructional I Technology Education PK-12 (6075)	9-12	General Social Studies (9-12), Progress Monitoring 10, Progress Monitoring 11	1448	100	0
42	Heise, Christine	Ed Spec I- Specialist School Nurse PK-12 (1890)	6-12	School Nurse	1448	100	0
43	Heleniak, Dana	Instructional I Mathematics 7-12 (6800)	10-12	Algebra II, Intro to Statistics, AP Statistics, Geometry	1448	100	0
44	Iovine, Heather	Instructional II -Science Biology 7-12 (8405) Instructional II Science- Earth and Space 7-12 (8440) Instructional II Science -General Science 7-12 (8450)	6-12	ISD Tech Developer	1448	100	0
45	Jefferis, Sarah	Instructional I - Art Education PK-12 (1405)	9-12	Intro to Photography, Film Appreciation, Advanced Photography, Watercolors, Intro to Film Making, Art II	1448	100	0
46	Jimenez, Elinore	Instructional II Spanish (4490)	9-12	Spanish I, Spanish II, Intro to Spanish, Spanish III	1448	100	0
47	Kinsch, Matthew	Instructional II Middle Level English 6-9 (2850) Instructional II Middle Level Mathematics 6-9 (2860). Instructional II English 7-12 (3230) Instructional II Social Studies 7-12 (8875) Instructional II Special Education PK-12 (9231)	6-8	MS General ELA, MS PM Reading, Gifted, MS PM Writing, MS PM Math	1448	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
48	Kreiser, Galen	Instructional II Middle Level Mathematics 6-9 (2860). Instructional II Middle Level Science 6-9. Instructional II Environmental Education PK-12 (4820). Instructional II Technology Education PK-12(6075). Instructional II Science -Earth and Space 7-12 (8440). Instructional II Science- General Science 7-12 (8450)	6-12	MS Computer Science I, MS Computer Science II, MS Computer Science III, AP Computer Science, Python Coding, Intro to Science Principles, Environmental Science	1448	100	0
49	Laidlaw, Erika	Administrative I School Admin. - Principal PK-12 (1115) Instructional II Health and Physical Education PK-12 (4805) Instructional II Library Science PK-12 (6420)	6-8	Middle School Principal	1950	100	0
50	Leber, Kathryn	Ed Spec I - School Social Worker PK-12 (1851)	6-12	School Social Worker	1448	100	0
51	Lion, Judith	Program Specialist Program Specialist - English as a Second Language PK-12 (4499) Instructional II English (3230) Instructional II Family Consumer Science PK-12 (5600)	6-12	Family Consumer Science, MS FCS I, MS FCS II,MS FCS III,ELL Support	233	100	0
52	Livesey, Rachel	Instructional II Communications 7-12 (3200) Instructional II English 7-12(3230)	6-12	Content Developer	1950	100	0
53	Lockard , Christina	Instructional II Science- Earth and Space 7-12 (8440)	6-12	Content Developer	900	100	0
54	Low, Krista	Instructional II Special Education PK-12 (9231) Instructional II Elementary Education K-6 (2810) Instructional II Middle Level Mathematics 6-9 (2860)	6-12	Special Education Teacher	563	100	0
55	Maloney, Julie	Instructional II Mathematics 7-12 (6800)	9-12	Algebra I, Keystone Algebra	1448	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
56	Marraffa, Tiffany	Instructional II Technology Education PK-12 (6075) Insturctional II Grades PK-4 (2825)	6-12	Content Developer	698	100	0
57	Mason , Abbey	Instructional I Family and Consumer Science PK-12 (5600)	6-12	Fashion and Textile, FCS, MS FCS II, Parenting	1035	100	0
58	Matthews, Joseph		6-12	ISD Tech Developer	1448	100	0
59	McCoy, Ann	Ed Spec II Secondary School Counselor (1837)	9-12	School Counselor	1448	100	0
60	McCreary, Shawn	Instructional II Special Education 7-12 (9227) Instructional II English 7-12 (3230)	6-12	Special Education Teacher	795	100	0
61	Meyer, Michael	Instructional II Middle Level Mathematics 6-9 (2860). Instructional II Music Education PK-12 (7205)	6-12	Music Fundamentals, History of Rock and Roll, Music I, Music II, Music III, Study Skills I, Study Skills, II, Study Skills III, Intro to Songwriting	1448	100	0
62	Miller, Trisha	Instructional II Elementary Education K-6 (2810) Instructional II Middle Level Mathematics 6-9 (2860)	6-9	Math 6, Math 8, Alegebra Concepts	1448	100	0
63	Moynihan, Lisa	Ed Spec II Secondary School Counselor (1837)	9-12	School Counselor, Career & College Readiness	1950	100	0
64	Mullins, Collen	Instructional II Middle Level Mathematics 6-9 (2860). Instructional II Middle Level Science 6-9.(2880) Instructional II Family and Consumer Science PK-12 (5600). Instructional II Science- Biology 7-12(8405) Instructional II Science -Chemistry 7-12 (8420)	7-12	Biology , Science 7	1448	100	0
65	Murray, Allan	Instructional II Health and Physical Education PK-12 (4805)	9-12	First Aid, Physical Education	1448	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
66	Nicassio, Aubree	Instructional I Special Education 7-12 (9227). Instructional I English 7-12 (3230)	9-12	Post Seconday Life, General English (9-12), Progress Monitoring 9, Progress Monitoring 10	1448	100	0
67	Palaia, Jason	Letter of Eligibility- Superintendent PK-12 (1150). Admin- Principal PK-12 (1115) Instructional II Reading Specialist PK-12 (7650). Instructional II Elementary K-6 (2810)	6-12	Administrative Project Coordinator	1650	100	0
68	Provasnik, John	Instructional I Elementary K-6 (2810). Instructional I Middle Level Mathematics 6-9 (2860)	6-12	ISD Coordinator	255	100	0
69	Reid, Lindsay	Instructional I Grades Pre-Kindergarten-4 (2825). Instructional I Mathematics 7-12 (6800) Instructional I Special Education PK-8 (9226) Instructional I Special Education 7-12 (9227) Instructional I Grades 4-8 Mathematics (3100-01)	6-12	MS General Science, Content Developer	1448	100	0
70	Shank, Emily	Instructional II Mathematics 7-12 (6800)	6-12	Content Developer	1950	100	0
71	Sherbondy, Kelly	Administrative II Elementary Principal K-6 (1100). Letter of Eligibility -Superintendent PK-12 (1150) Supervisory I- Supervisor- Reading PK-12 (7615)	6-8	Middle School Assistant Principal	1950	100	0
72	Shomper, Jill	Instructional II English 7-12 (3230)	6-12	ISD Tech Developer, ISD Coordinator	1950	100	0
73	Smith, Matthew	Instructional I Health and Physical Education PK-12 (4805). Instructional I Safety/Driver Education 7-12	9-12	Nutrition, Driver's Education, Health	1448	100	0
74	Stanley, Stephanie	Instructional I Health and Physical Education PK-12 (4805)	9-12	Health	1448	100	0
75	Staub, Chelsey	Instructional I - Social Studies 7-12 (8875) Instructional I Mathematics 7-12 (6800) Instructional I English 7-12 (3230)	10-12	Consumer Math, Government/Economics, World Geography, World History	1133	100	0
76	Syrylo, Tracey	Instructional II Special Education PK-12 (9225). Instructional II Elementary Education K-6 (2810)	9-12	General Science (9-12), Progress Monitoring 10	71	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
77	Thorne, Allison	Ed Spec I Secondary School Counselor (1837) Instructional II Communications 7-12 (3200)	6-8	School Counselor, My Journeys 6, My Journeys 7, My Journeys 8,	1598	100	0
78	Tobin, Patrick	Instructional I Social Studies 7-12 (8875)	7-12	World Cultures, Government/Economics	1448	100	0
79	Trotter, Brittany	Instructional I - Social Studies 7-12 (8875)	9-12	Government/Economics, AP Microeconomics	1598	100	0
80	Wagner, Caroline	Instructional I Special Education PK-8 (9226) Instructional I Grades Pre-Kindergarten- 4 (2825). Instructional I Grades 5-6 (2826)	6-12	General Math (9-12), MS General Math, Progress Monitoring 10, Progress Monitoring 12	1448	100	0
81	Wheeler, Nora	Letter of Eligibility- Superintendent PK-12 (1150). Admin II- Principal PK-12 (1115)	6-12	Director of Curriculum, Instruction and Assesment	1950	100	0
82	Wilson , Claire	Instructional I English 7-12 (3230)	6-12	ELA 6, ELA 8, Elements of Drama, Journalism	1448	100	0
83	Wilson, John	Instructional II Business, Computer and Information Technology PK-12 (1603) Instructional II English 7-12 (3230) Instructional II Mathematics 7-12 (6800) Instructional II Science -Physics 7-12 (8470) Program Specialist-English as a Second Language PK-12 (4499)	6-12	Consumer Math, Business Law, Intro to Accounting, ELL (MS/HS), Business Marketing	1448	100	0
84	Yauger, Lauren	Instructional II Special Education PK-12 (9225). Instructional II Reading Specialist PK-12 (7650). Instructional II Middle Level English 6-9 (2850) Instructional II Elementary Education K-6 (28120)	6-12	Special Education Teacher	938	100	0
85	Zaayenga, Dianne	Instructional I Science-Biology 7-12 (8405) Instructional I Science -Chemistry 7-12(8420)	10-12	Chemistry, Forensics, Biology	1448	100	0

Total Number of Administrators (do not include CEO (certified))__1__
 Total Number of Teachers _____58____ Counselors ____6____ School Nurses ____1____ Others _____11____
 Total Number of Professional Staff __85__

SUMMARIZED EXPENDITURES: PERIOD & YTD TOTALS

339: SUMMARIZED EXP FOR FY

From 07/01/2023 To 06/30/2024

Account Code / Description	Original Budget	Current Budget	Period To Date Expenditure	Year To Date Expenditure	Outstanding Encumbrance	Balance	YTD % Used
1000-1100 1000 1100							
1100 - 1100	8,888,468.00	8,892,718.00	6,931,256.29	6,931,256.29	0.00	1,961,461.71	77.94
1000-1200 1000 SPEC PROG ELEMEN/SECOND							
1200 - SPEC PROG ELEMEN/SECOND	3,199,709.00	3,164,709.00	1,740,688.84	1,740,688.84	0.00	1,424,020.16	55.00
1000-1300 1000 VOCATIONAL EDUCATION							
1300 - VOCATIONAL EDUCATION	227,000.00	227,000.00	40,966.19	40,966.19	0.00	186,033.81	18.05
1000-1400 1000 OTHER INSTRUCTION PROG							
1400 - OTHER INSTRUCTION PROG	294,177.00	291,177.00	163,537.73	163,537.73	0.00	127,639.27	56.16
1000-1700 1000 COMMUNITY/JR COLLEGE ED							
1700 - COMMUNITY/JR COLLEGE ED	31,746.00	31,746.00	21,834.09	21,834.09	0.00	9,911.91	68.78
1000 - 1000	12,641,100.00	12,607,350.00	8,898,283.14	8,898,283.14	0.00	3,709,066.86	70.58
2000-2100 2000 SUPPORT SVCS-STUDENTS							
2100 - SUPPORT SVCS-STUDENTS	1,834,997.00	1,833,870.00	1,998,806.14	1,998,806.14	0.00	(164,936.14)	108.99
2000-2200 2000 SUPPORT SERVICES-INSTRU							
2200 - SUPPORT SERVICES-INSTRU	2,199,367.00	2,197,200.00	2,052,558.20	2,052,558.20	0.00	144,641.80	93.42
2000-2300 2000 SUPPORT SERVICES-ADMIN							
2300 - SUPPORT SERVICES-ADMIN	3,142,764.00	3,147,004.00	3,062,482.03	3,062,482.03	0.00	84,521.97	97.31
2000-2400 2000 SUPP SVC-PUBLIC HEALTH							
2400 - SUPP SVC-PUBLIC HEALTH	159,439.00	159,439.00	101,199.18	101,199.18	0.00	58,239.82	63.47
2000-2500 2000 2500							
2500 - 2500	1,036,070.00	1,036,070.00	865,039.29	865,039.29	0.00	171,030.71	83.49
2000-2600 2000 2600							
2600 - 2600	1,176,989.00	1,176,989.00	1,013,686.42	1,013,686.42	0.00	163,302.58	86.13
2000-2700 2000 STUDENT TRANSP SERVICES							
2700 - STUDENT TRANSP SERVICES	2,500.00	37,500.00	2,252.50	2,252.50	0.00	35,247.50	6.01
2000-2800 2000 SUPPORT SVCS-CENTRAL							
2800 - SUPPORT SVCS-CENTRAL	1,463,870.00	1,461,743.00	3,397,367.25	3,397,367.25	0.00	(1,935,624.25)	232.42
2000 - 2000	11,015,996.00	11,049,815.00	12,493,391.01	12,493,391.01	0.00	(1,443,576.01)	113.06
3000-3200 3000 STUDENT ACTIVITIES							
3200 - STUDENT ACTIVITIES	172,823.00	172,754.00	67,061.98	67,061.98	0.00	105,692.02	38.82
3000-3300 3000 COMMUNITY SERVICES							
3300 - COMMUNITY SERVICES	0.00	0.00	7,362.26	7,362.26	0.00	(7,362.26)	0.00
3000 - 3000	172,823.00	172,754.00	74,424.24	74,424.24	0.00	98,329.76	43.08
4000-4500 4000 BUILDING ACQUISITION							
4500 - BUILDING ACQUISITION	110,000.00	110,000.00	32,086.02	32,086.02	0.00	77,913.98	29.17
4000-4600 4000 EXISTING BLDG IMPROVE							

SUMMARIZED EXPENDITURES: PERIOD & YTD TOTALS

339: SUMMARIZED EXP FOR FY

From 07/01/2023 To 06/30/2024

Account Code / Description	Original Budget	Current Budget	Period To Date Expenditure	Year To Date Expenditure	Outstanding Encumbrance	Balance	YTD % Used
4600 - EXISTING BLDG IMPROVE	35,000.00	35,000.00	10,460.51	10,460.51	0.00	24,539.49	29.89
4000 - 4000	145,000.00	145,000.00	42,546.53	42,546.53	0.00	102,453.47	29.34
GRAND TOTALS	23,974,919.00	23,974,919.00	21,508,644.92	21,508,644.92	0.00	2,466,274.08	89.71

SUMMARIZED REVENUES: PERIOD & YTD TOTALS

338: SUMMARIZED REVENUES FOR FY

From 07/01/2023 To 06/30/2024

Account Code / Description	Original Budget	Current Budget	Period To Date Revenue	Year To Date Revenue	Outstanding Encumbrance	Balance	YTD % Used
6510- INTEREST ON INVESTMENTS							
6510 - INTEREST ON INVESTMENTS	(70,972.00)	(70,972.00)	(254,908.38)	(254,908.38)	0.00	183,936.38	359.17
6520- DIVIDENDS ON INVESTMENT							
6520 - DIVIDENDS ON INVESTMENT	(70,972.00)	(70,972.00)	(468,993.24)	(468,993.24)	0.00	398,021.24	660.81
6740- FEES							
6740 - FEES	0.00	0.00	(1,785.00)	(1,785.00)	0.00	1,785.00	0.00
6741- Student asset repairs							
6741 - Student asset repairs	0.00	0.00	(463.00)	(463.00)	0.00	463.00	0.00
6742- Student book receipts							
6742 - Student book receipts	0.00	0.00	(1,457.45)	(1,457.45)	0.00	1,457.45	0.00
6743- Student Tech device receipts							
6743 - Student Tech device receipts	0.00	0.00	(1,537.39)	(1,537.39)	0.00	1,537.39	0.00
6744- Student -Other receipts							
6744 - Student -Other receipts	0.00	0.00	(9,744.00)	(9,744.00)	0.00	9,744.00	0.00
6832- FED PASS THRU IDEA FUND							
6832 - FED PASS THRU IDEA FUND	(250,000.00)	(250,000.00)	0.00	0.00	0.00	(250,000.00)	0.00
6942- SUMMER SCHOOL TUITION							
6942 - SUMMER SCHOOL TUITION	(90,500.00)	(90,500.00)	(38,652.99)	(38,652.99)	0.00	(51,847.01)	42.71
6944- RECEIPTS OTHER LEAs IN							
6944 - RECEIPTS OTHER LEAs IN	(22,401,924.00)	(22,401,924.00)	(21,282,674.37)	(21,282,674.37)	0.00	(1,119,249.63)	95.00
6980- REV FROM COMMUNITY SERV							
6980 - REV FROM COMMUNITY SERV	0.00	0.00	99.00	99.00	0.00	(99.00)	0.00
6991- REFUNDS OF PRIOR YR EXP							
6991 - REFUNDS OF PRIOR YR EXP	0.00	0.00	(4,011.58)	(4,011.58)	0.00	4,011.58	0.00
6999- OTHER REV							
6999 - OTHER REV	(15,875.00)	(15,875.00)	(817.43)	(817.43)	0.00	(15,057.57)	5.15
7330- HEALTH SERVICES ACT 25							
7330 - HEALTH SERVICES ACT 25	(25,622.00)	(25,622.00)	(20,847.49)	(20,847.49)	0.00	(4,774.51)	81.37
7362- PCCD GRANT							
7362 - PCCD GRANT	(109,832.00)	(109,832.00)	(43,427.62)	(43,427.62)	0.00	(66,404.38)	39.54
7505- Ready to Learn Block Gr							
7505 - Ready to Learn Block Gr	(25,746.00)	(25,746.00)	(25,746.00)	(25,746.00)	0.00	0.00	100.00
7599- OTH STATE REV							
7599 - OTH STATE REV	(50,000.00)	(50,000.00)	0.00	0.00	0.00	(50,000.00)	0.00
8514- NCLB - TITLE I							

SUMMARIZED REVENUES: PERIOD & YTD TOTALS

338: SUMMARIZED REVENUES FOR FY

From 07/01/2023 To 06/30/2024

8514 - NCLB - TITLE I	(265,842.00)	(265,842.00)	(400,288.10)	(400,288.10)	0.00	134,446.10	150.57
8515- NCLB - TITLE II							
8515 - NCLB - TITLE II	(23,504.00)	(23,504.00)	(33,120.88)	(33,120.88)	0.00	9,616.88	140.92
8516- NCLB - TITLE III							
8516 - NCLB - TITLE III	(1,458.00)	(1,458.00)	0.00	0.00	0.00	(1,458.00)	0.00
8517- NCLB - TITLE IV-21ST CE							
8517 - NCLB - TITLE IV-21ST CE	(23,357.00)	(23,357.00)	(32,118.40)	(32,118.40)	0.00	8,761.40	137.51
GRAND TOTALS	(23,425,604.00)	(23,425,604.00)	(22,620,494.32)	(22,620,494.32)	0.00	(805,109.68)	96.56

COMBINED BALANCE SHEET
342: FUND BALANCE TEST
From 07/01/2023 To 06/30/2024

Account Code / Description	----- Period To Date -----			----- Year To Date -----		
	Debit	Credit	Balance	Debit	Credit	Balance
0800- 0800						
Major Fund 1x	67,929,389.52	(91,724,007.62)	(23,794,618.10)	67,929,389.52	(91,724,007.62)	(23,794,618.10)
GRAND TOTALS	67,929,389.52	(91,724,007.62)	(23,794,618.10)	67,929,389.52	(91,724,007.62)	(23,794,618.10)



21st CENTURY CYBER CHARTER SCHOOL

FINANCIAL AND COMPLIANCE REPORT

Year Ended June 30, 2023

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FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
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ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*.....**

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 21st Century Cyber Charter School, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise 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 21st Century Cyber Charter School, as of June 30, 2023, 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 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, 2022, 21st Century Cyber Charter School adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 96, *Subscription-Based Information Technology Arrangements*. 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 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 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 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 64 through 68 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 12, 2023, on our consideration of 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 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 21st Century Cyber Charter School's internal control over financial reporting and compliance.

Herbein + Company, Inc.

**Reading, Pennsylvania
December 12, 2023**



MANAGEMENT'S DISCUSSION AND ANALYSIS
Required Supplementary Information
June 30, 2023

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, 2023. 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 2022-2023 school year resulted in a total net position of \$7,668,936 and a Governmental Fund balance of \$23,801,412 at June 30, 2023. The June 30, 2022 net position was \$7,500,202 and the fund balance was \$18,581,333.

Governmental activities total assets at June 30, 2023 were \$35,709,252 compared to the June 30, 2022 balance of \$35,007,261 (restated for the implementation of GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*).

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. The Charter School saw a reduction in enrollment of 335 students from the prior year ended June 30, 2022 which topped at 2,097 as compared to 1762 at the year ended June 30, 2023.

During the year ended June 30, 2023, the Charter School adopted new accounting guidance GASB Statement No. 96 retroactive to July 1, 2022. GASB Statement No. 96 was issued to (1) define subscription-based information technology arrangements (SBITAs); (2) establish that a SBITA results in a right-to-use subscription asset - an intangible asset - and a corresponding subscription liability; (3) provide the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) require note disclosures regarding a SBITA. As a result of this standard implementation, right-to-use assets were increased \$153,875 with an offsetting long-term liability of the same amount. There was 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

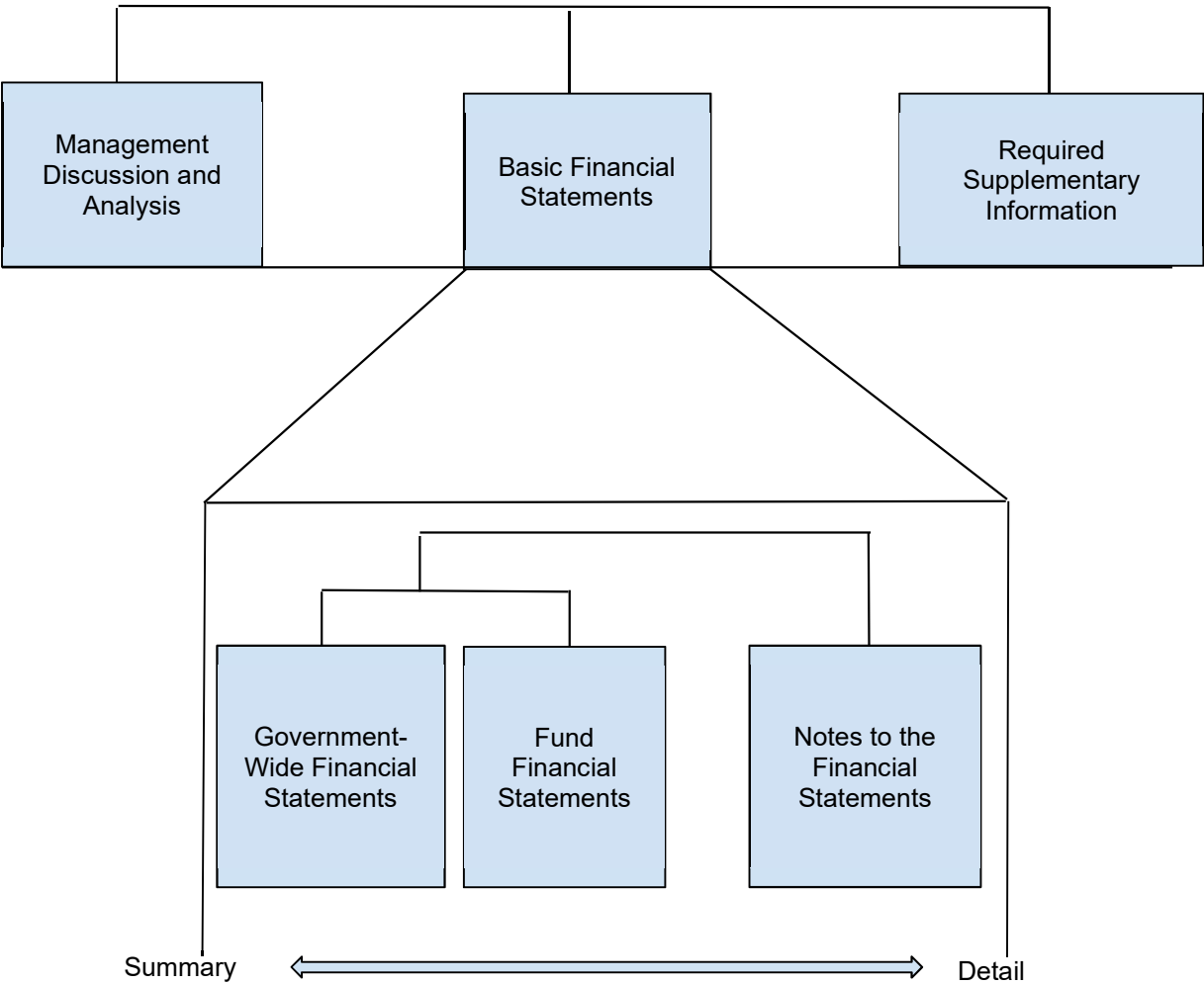


Figure 2 summarizes the major features of the Charter School's financial statements. The remainder of this overview section of Management's Discussion and Analysis highlights the structure and contents of each of the statements.

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 \$7,668,936 as of June 30, 2023.

Figure 3
Condensed Statement of Net Position
June 30

	Governmental Activities	
	2022	2023
	(Restated)	
Current and other assets	\$ 21,522,653	\$ 26,153,795
Capital assets	13,484,608	9,555,457
Total Assets	35,007,261	35,709,252
Deferred Outflows of Resources	9,873,943	6,885,629
Current and other liabilities	2,644,917	2,253,334
Long-term liabilities	29,884,823	30,453,432
Total Liabilities	32,529,740	32,706,766
Deferred Inflows of Resources	4,851,262	2,219,179
Net investment in capital assets	12,544,498	8,901,440
Unrestricted	(5,044,296)	(1,232,504)
Total Net Position	\$ 7,500,202	\$ 7,668,936

Current assets at June 30, 2023 included cash of \$24,271,308, intergovernmental and other receivables of \$1,867,269, and prepaid expenses of \$15,218.

Total liabilities increased slightly by \$177,026 in 2022-2023. Accounts payable balances were \$189,677 lower as compared to the prior year balance of \$760,671. This decrease was attributed to refunds due to school districts at year-end. Accrued salaries and benefits decreased from \$1,571,862 at June 30, 2022 to \$1,448,448 at June 30, 2023, as a result of decreased staff due to decreased enrollment.

The compensated absences accrual, which reflects the value of unused vacation time, decreased from \$409,304 to \$334,576 (which reflects the long-term portion) as of June 30, 2023.

The total ending net other postemployment benefit liabilities are \$1,693,422 at the year ended June 30, 2023, a decrease from the balance of \$2,257,502 at the year ended June 30, 2022. The largest increase in liabilities was the Charter School's proportionate share of the net pension liability, which increased \$1,401,000 from the prior year totaling \$27,965,000 as of June 30, 2023.

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	
	2022	2023
Revenues		
Program Revenues:		
Charges for services	\$ 25,882,715	\$ 21,787,049
Operating grants and contributions	480,569	374,252
Investment earnings	9,443	424,181
Total Revenues	26,372,727	22,585,482
Expenses		
Instruction	14,578,666	10,352,125
Support services	10,550,785	10,552,254
Non instructional services and interest on long-term debt	220,374	99,210
Total Expenses	25,349,825	21,003,589
Special Item - Loss on sale of building	-	(1,413,159)
Increase in Net Position	1,022,902	168,734
Beginning Net Position	6,477,300	7,500,202
Ending Net Position	<u>\$ 7,500,202</u>	<u>\$ 7,668,936</u>

Decreased enrollment in the Charter School generated a reduction in tuition revenue of \$4,095,666 in 2022-2023 compared to the prior school year. The special item for loss on sale of building relates to the sale of a building previously occupied by the Charter School.

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 (Revenue from) Services	
	2022	2023	2022	2023
Instruction	\$ 14,578,666	\$ 10,352,125	\$ 223,906	\$ 712,815
Support Services	10,550,785	10,552,254	919,507	472,284
Non Instructional Services and interest	<u>220,374</u>	<u>99,210</u>	<u>(129,954)</u>	<u>(27,387)</u>
	<u>\$ 25,349,825</u>	<u>\$ 21,003,589</u>	<u>\$ 1,013,459</u>	<u>\$ 1,157,712</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 approximately 11.98% less than budgeted. The difference between budget and actual is largely due to lower enrollment during the year compared to what was budgeted for in the 2022-23 school year.

Total expenditures were approximately 24.91% lower than budget for the year. Expenditures for 2022-23 were budgeted at \$27,049,500 and actual expenditures as June 30, 2023 were \$19,239,792 a difference of \$7,809,708. Expenditures were lower than the budget due to decreased staffing due to program needs or recruiting challenges along with a reduction in related expenditures due to enrollment decreases.

Summary of reductions when comparing budget to actual include:

Salaries and Benefits	\$ 5,253,416
Lease for computers - Technology	800,000
Professional Services - Special Education	689,358
Tuition - Special Education Placements	411,996
Phone/Postage/Internet	171,504
Repairs & Maintenance - Facilities	162,119
Settlements & Claims - Board/Special Education	152,505
Tuition - Career and Technical	53,709
Reduction in Costs - Testing Sites	31,483

Total expenditures at the fund level in 2022-2023 were \$6.13 million lower than in 2021-2022.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

As of June 30, 2023, the Charter School had \$9,555,457 invested in building improvements, furniture and computer equipment and right-to-use assets, net of depreciation and amortization. The decrease from the prior year is largely the result of the sale of a building.

Figure 6
Capital Assets (net of depreciation and amortization)
June 30

	Governmental Activities	
	2022	2023
	(Restated)	
Construction in Progress	\$ -	\$ -
Building Improvements	11,639,878	7,941,188
Furniture & Computer Equipment	940,286	995,630
Right-to-use assets	904,444	618,639
Total	<u>\$ 13,484,608</u>	<u>\$ 9,555,457</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, 2023 was \$624,827.

The Charter School has entered into various agreements for subscription-based information technology arrangements with termination dates through September 2025. Subscription liabilities total \$29,190 at June 30, 2023.

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 2024-2025 through 2028-2029 was submitted for approval on September 29, 2023 to the Pennsylvania Department of Education.

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
2021-2022	34.94%
2022-2023	35.26%
2023-2024	34.00%

Ongoing conversations continue among legislators regarding 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, 2023

	Governmental Activities
ASSETS	
Cash and investments	\$ 24,271,308
Intergovernmental receivables	1,867,269
Prepaid expenses	15,218
Capital assets:	
Capital assets, net of accumulated depreciation	8,936,818
Right-to-use assets, net of accumulated amortization	618,639
TOTAL ASSETS	35,709,252
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources for pension	6,288,658
Deferred outflows of resources for other postemployment benefits	596,971
TOTAL DEFERRED OUTFLOWS OF RESOURCES	6,885,629
LIABILITIES	
Accounts payable	570,994
Accrued interest	3,119
Accrued salaries and benefits	1,448,448
Unearned revenues	37,190
Noncurrent liabilities, due within one year	193,583
Noncurrent liabilities:	
Noncurrent lease liabilities	454,251
Noncurrent subscription liabilities	6,183
Long-term portion of compensated absences	334,576
Net pension liability	27,965,000
Net other postemployment benefit liabilities	1,693,422
TOTAL LIABILITIES	32,706,766
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources for pension	1,338,000
Deferred inflows of resources for other postemployment benefits	881,179
TOTAL DEFERRED INFLOWS OF RESOURCES	2,219,179
NET POSITION	
Net investment in capital assets	8,901,440
Unrestricted (deficit)	(1,232,504)
TOTAL NET POSITION	\$ 7,668,936

See accompanying notes.

21st CENTURY CYBER CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2023

Functions/Programs	Expenses	Program Revenue		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Governmental Activities
Governmental Activities				
Instruction	\$ 10,352,125	\$ 10,756,821	\$ 308,119	\$ 712,815
Instructional student support	3,620,423	3,651,488	64,947	96,012
Administrative and financial support services	5,894,419	6,378,438	1,186	485,205
Operation and maintenance of plant services	1,016,416	928,479	-	(87,937)
Pupil transportation	20,996	-	-	(20,996)
Student activities	69,829	71,823	-	1,994
Community services	2,555	-	-	(2,555)
Interest on long-term debt	26,826	-	-	(26,826)
Total Governmental Activities	<u>\$ 21,003,589</u>	<u>\$ 21,787,049</u>	<u>\$ 374,252</u>	1,157,712
General Revenues				
Investment earnings				424,181
Special Item				
Loss on sale of building				<u>(1,413,159)</u>
Total General Revenues and Special Item				<u>(988,978)</u>
Change in Net Position				168,734
Net Position - Beginning of Year				<u>7,500,202</u>
Net Position - End of Year				<u>\$ 7,668,936</u>

See accompanying notes.

21st CENTURY CYBER CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUND

June 30, 2023

	General Fund
ASSETS	
Cash and investments	\$ 24,271,308
Intergovernmental receivables	1,867,269
Accounts receivable	377,336
Prepaid expenditures	15,218
TOTAL ASSETS	\$ 26,531,131
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	
LIABILITIES	
Accounts payable and accrued expenses	\$ 570,994
Accrued salaries and benefits	1,448,448
Unearned revenues	37,190
TOTAL LIABILITIES	2,056,632
DEFERRED INFLOWS OF RESOURCES	
Unavailable revenue - tuition	295,751
Unavailable revenue - other fees	377,336
TOTAL DEFERRED INFLOWS OF RESOURCES	673,087
FUND BALANCE	
Nonspendable	15,218
Committed	13,781,422
Assigned	922,673
Unassigned	9,082,099
TOTAL FUND BALANCE	23,801,412
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	\$ 26,531,131

21st CENTURY CYBER CHARTER SCHOOL

RECONCILIATION OF GOVERNMENTAL FUND BALANCE SHEET TO THE
GOVERNMENT-WIDE STATEMENT OF NET POSITION

June 30, 2023

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

TOTAL FUND BALANCE - GOVERNMENTAL FUND \$ 23,801,412

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 \$13,447,973 and the accumulated depreciation and amortization is \$3,892,516. 9,555,457

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. 295,751

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 liability	(624,827)	
Accrued interest	(3,119)	
Subscription liability	(29,190)	
Long-term portion of compensated absences	<u>(334,576)</u>	(991,712)

The net pension liability and related deferred outflows and inflows of resources for pensions are not reflected on the fund financial statements. (23,014,342)

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. (1,977,630)

TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES \$ 7,668,936

21st CENTURY CYBER CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
GOVERNMENTAL FUND

For the Year Ended June 30, 2023

	General Fund
REVENUES	
Local sources	\$ 22,782,554
State sources	90,693
Federal sources	1,186
TOTAL REVENUES	22,874,433
EXPENDITURES	
Current:	
Instructional services	9,310,836
Support services	9,554,466
Operation of noninstructional services	62,484
Debt service:	
Principal	286,093
Interest	25,913
TOTAL EXPENDITURES	19,239,792
NET CHANGE IN FUND BALANCE BEFORE SPECIAL ITEM	3,634,641
SPECIAL ITEM	
Proceeds from the sale of building	1,585,438
NET CHANGE IN FUND BALANCE	5,220,079
FUND BALANCE - BEGINNING OF YEAR	18,581,333
FUND BALANCE - END OF YEAR	\$ 23,801,412

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, 2023

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

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND	\$	5,220,079
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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	\$ 274,951	
Less: depreciation and amortization expense	(1,205,505)	
Less: loss on disposals	<u>(2,998,597)</u>	(3,929,151)

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.

(288,951)

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.

Repayment of lease principal	161,408	
Repayment of subscription liability	<u>124,685</u>	286,093

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.

(913)

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	74,728	
Net pension liability and related deferred outflows and inflows	(994,757)	
Net OPEB liability and related deferred outflows and inflows	<u>(198,394)</u>	<u>(1,118,423)</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES	\$	<u>168,734</u>
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21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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 no less than 7 trustees. The trustees shall include employees of a Pennsylvania Intermediate Unit, active Pennsylvania public school administrators, retired Pennsylvania public school educators, employees of a Pennsylvania Institute of higher education, one or more parents of a child currently enrolled in or who has been enrolled in 21st Century Cyber Charter School within 3 years of the time of becoming a Board of Trustees member, and at least one business or government leader from Pennsylvania.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of 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, 2023

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, 2023

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 and acquisitions under leases and other right-to-use assets 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 2022-2023 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, 2023

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 acquisition value of the item at the date of donation. Right-to-use assets are reported when a qualifying lease or subscription liability is incurred.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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. If within the control of management and unusual in nature or infrequent in occurrence, the loss is reflected as a special item.

Estimated useful lives for depreciable and amortizable assets are as follows:

Assets	Years
Building and building improvements	7 - 50
Furniture and computer equipment	5 - 20
Right-to-use lease assets	5 - 6
Right-to-use subscription assets	2 - 3

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, 2023.

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, 2023

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 and Subscription-Based Information Technology Arrangements

21st Century Cyber Charter School is a lessee for noncancellable leases of equipment and building space and subscription-based information technology arrangements (SBITA). The Charter School recognizes a lease or subscription liability and an intangible right-to-use asset (lease or subscription asset) in the government-wide financial statements.

At the commencement of a lease or SBITA, the Charter School initially measures the liability at the present value of payments expected to be made during the term. Subsequently, the liability is reduced by the principal portion of payments made. The right-to-use asset is initially measured as the initial amount of the liability, adjusted for payments made at or before the commencement date, plus certain initial direct costs. Subsequently, the right-to-use asset is amortized on a straight-line basis over its useful life.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

9. Leases and Subscription-Based Information Technology Arrangements - continued

Key estimates and judgments related to leases and SBITAs include how the Charter School determines (1) the discount rate it uses to discount the expected payments to present value, (2) term, and (3) payments.

- The Charter School uses the interest rate charged under the agreement 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.
- The term includes the noncancellable period of the agreement. Also included within the term are any qualifying renewals or early termination options that the Charter School is reasonably certain to exercise or not exercise. Payments included in the measurement of the 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 or SBITAs and will remeasure the asset and liability if certain changes occur that are expected to significantly affect the amount of the liability.

Lease and subscription assets are reported as right-to-use assets with capital assets and related 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, 2023

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, 2023

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, 2023

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, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

13. Net Position and Flow Assumptions

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/amortization, 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. If there are unspent related debt proceeds at year-end, the portion of debt attributed to the unspent bond proceeds is not included in the calculation of 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 nonspendable fund balance classification represents assets in nonspendable form and includes items such as prepaid expenditures and inventory.

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.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

14. Fund Balance Policies and Flow Assumptions - continued

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.

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, 2023, the Charter School adopted new accounting guidance GASB Statement No. 96 retroactive to July 1, 2022. GASB Statement No. 96 was issued to (1) define subscription-based information technology arrangements (SBITAs) (2) establish that a SBITA results in a right-to-use subscription asset - an intangible asset - and a corresponding subscription liability; (3) provide the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) require note disclosures regarding a SBITA. As a result of this standard implementation, right-to-use assets were increased \$153,875 with an offsetting long-term liability of the same amount. There was no change to beginning net position or fund balance.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Subsequent Event

Subsequent to year end in October 2023, a memorandum of understanding was approved with the Education Association. The agreement includes a retroactive salary payment to be paid during the 2023/2024 school year.

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, 2023, 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.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 3 - CASH AND INVESTMENTS - CONTINUED

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.

The breakdown of total cash and investments on the financial statements are as follows at June 30, 2023:

Petty cash	\$ 182
Demand deposits	13,922,785
Pooled cash and investments	<u>10,348,341</u>
	<u>\$ 24,271,308</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, 2023, the carrying amount of the Charter School's deposits was \$13,922,785 and the bank balance was \$13,969,188. Of the bank balance, \$250,000 was covered by federal depository insurance and \$13,719,188 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, 2023, 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		\$ 9,323,455
Full Flex Pool	< 1 year	<u>1,024,886</u>
Total Pooled Cash and Investments		<u>\$ 10,348,341</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 \$10,348,341 (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, 2023

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, 2023, the entire PSDLAF book balance of \$10,348,341 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, 2023, the Charter School's investments were rated as:

Investment	Standard & Poor's
Pennsylvania School District Liquid Asset Fund	AAAm

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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, 2023, 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 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 \$1,867,269 as of June 30, 2023.

Accounts receivable represents payments due for damaged or unreturned equipment from students totaling \$377,336. Management has determined that these receivables should be fully reserved in the government-wide financial statements.

The Charter School reports unavailable revenue of \$673,087 at June 30, 2023, consisting of \$295,751 of tuition revenue and \$377,336 of fees for damaged or unreturned equipment which were not collected within the availability period of 90 days after the fiscal year end.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 5 - CHANGES IN CAPITAL ASSETS

Capital asset balances and activity for the year ended June 30, 2023, were as follows:

	Beginning Balance (Restated)	Increase	Decrease	Ending Balance
Governmental Activities				
Capital assets being depreciated:				
Building and building improvements	\$ 13,862,089	\$ 18,812	\$ (3,654,104)	\$ 10,226,797
Furniture and computer equipment	2,108,836	256,139	(213,537)	2,151,438
Total assets being depreciated	<u>15,970,925</u>	<u>274,951</u>	<u>(3,867,641)</u>	<u>12,378,235</u>
Less accumulated depreciation for:				
Building and building improvements	2,222,211	721,137	(657,739)	2,285,609
Furniture and computer equipment	1,168,550	198,563	(211,305)	1,155,808
Total accumulated depreciation	<u>3,390,761</u>	<u>919,700</u>	<u>(869,044)</u>	<u>3,441,417</u>
TOTAL CAPITAL ASSETS BEING DEPRECIATED, NET	12,580,164	(644,749)	(2,998,597)	8,936,818
Right-to-use assets being amortized:				
Leased buildings	890,824	-	-	890,824
Leased equipment	25,039	-	-	25,039
Subscriptions	153,875	-	-	153,875
Total right-to-use assets being amortized	<u>1,069,738</u>	<u>-</u>	<u>-</u>	<u>1,069,738</u>
Less accumulated amortization for:				
Leased buildings	164,460	164,460	-	328,920
Leased equipment	834	5,008	-	5,842
Subscriptions	-	116,337	-	116,337
Total accumulated amortization	<u>165,294</u>	<u>285,805</u>	<u>-</u>	<u>451,099</u>
TOTAL RIGHT-TO-USE ASSETS BEING AMORTIZED, NET	904,444	(285,805)	-	618,639
GOVERNMENTAL ACTIVITIES, CAPITAL ASSETS, NET	<u>\$ 13,484,608</u>	<u>\$ (930,554)</u>	<u>\$ (2,998,597)</u>	<u>\$ 9,555,457</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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	\$ 459,407
Instructional student support	264,718
Administrative and financial support services	269,628
Operation and maintenance of plant services	208,716
Student activities	<u>3,036</u>
TOTAL DEPRECIATION AND AMORTIZATION EXPENSE - GOVERNMENTAL ACTIVITIES	<u>\$ 1,205,505</u>

During the year ended June 30, 2023, the Charter School sold a building which is reported as a special item. A loss on the building sale of \$1,413,159 is reported on the statement of activities and the proceeds from the sale of \$1,585,438 are reported in the general fund.

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>
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>\$ 624,827</u>	<u>\$ 38,039</u>	<u>\$ 662,866</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 6 - LONG-TERM LIABILITIES - CONTINUED

Subscriptions

The Charter School has entered into various agreements for subscription-based information technology arrangements. The arrangements have various termination dates through September 2025. Interest rates are 5% and are paid annually based on the agreements.

The Charter School's subscription liabilities mature as follows for the years ending June 30:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 23,007	\$ 1,493	\$ 24,500
2025	<u>6,183</u>	<u>316</u>	<u>6,499</u>
	<u>\$ 29,190</u>	<u>\$ 1,809</u>	<u>\$ 30,999</u>

Long-term liability balances and activity for the year ended June 30, 2023, are as follows:

	<u>Beginning Balance (Restated)</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Amounts Due Within One Year</u>
Governmental Activities					
Lease liabilities	\$ 786,235	\$ -	\$ 161,408	\$ 624,827	\$ 170,576
Subscription liability	153,875	-	124,685	29,190	23,007
Compensated absences	409,304	-	74,728	334,576	-
Net pension liability	26,564,000	4,557,161	3,156,161	27,965,000	-
Net other postemployment benefit liabilities (OPEB)	<u>2,257,502</u>	<u>-</u>	<u>564,080</u>	<u>1,693,422</u>	<u>-</u>
Total governmental long-term liabilities	<u>\$ 30,170,916</u>	<u>\$ 4,557,161</u>	<u>\$ 4,081,062</u>	<u>\$ 30,647,015</u>	<u>\$ 193,583</u>

Total interest paid during the year ended June 30, 2023, was \$25,913. The lease, subscription, 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.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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.

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). To qualify for normal retirement, Class T-G and Class T-H members must work until age 67 with a minimum of 3 years of credited service. Class T-G may also qualify for normal retirement by attaining a total combination of age and service that is equal to or greater than 97 with a minimum of 35 years of credited service.

Benefits are generally between 1% to 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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	Prior to 7/1/21: 7.50% After 7/1/21: 8.00%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	Prior to 7/1/21: 10.30% After 7/1/21: 10.80%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	Prior to 7/1/21: 8.25% After 7/1/21: 9.00%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	Prior to 7/1/21: 7.50% After 7/1/21: 8.25%
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, 2023

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, 2023 was 34.31% 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 \$2,860,610 for the year ended June 30, 2023. The Charter School also contributed \$16,675 to the defined contribution plan during the year ended June 30, 2023.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, the Charter School reported a liability of \$27,965,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, 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, 2021 to June 30, 2022. 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, 2023, the Charter School's proportion was 0.0629%, which was a decrease of 0.0018% from its proportion measured as of June 30, 2022.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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, 2023, the Charter School recognized pension expense of \$3,855,367. At June 30, 2023, 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	\$ 13,000	\$ 242,000
Changes of assumptions	835,000	-
Net difference between projected and actual investment earnings	-	474,000
Changes in proportion - plan level	2,523,000	622,000
Difference between employer contributions and proportionate share of total contributions	57,048	-
Contributions made subsequent to the measurement date	2,860,610	-
	<u>\$ 6,288,658</u>	<u>\$ 1,338,000</u>

The \$2,860,610 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, 2024. 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:

2024	\$ 1,401,433
2025	944,335
2026	(922,437)
2027	666,717
	<u>\$ 2,090,048</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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, 2022 was determined by rolling forward the System's total pension liability at June 30, 2021 to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial valuation date - June 30, 2021
- 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, 2022 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, 2023

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, 2022 is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global public equity	28.0%	5.3%
Private equity	12.0%	8.0%
Fixed income	33.0%	2.3%
Commodities	9.0%	2.3%
Infrastructure/MLPs	9.0%	5.4%
Real estate	11.0%	4.6%
Absolute return	6.0%	3.5%
Cash	3.0%	0.5%
Leverage	(11.0%)	0.5%
	<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, 2023

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	\$ 36,170,000	\$ 27,965,000	\$ 21,046,000

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, 2023, the Charter School had an accrued balance due to PSERS, including contributions related to pension and OPEB of \$734,668. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2023 through June 2023.

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, 2023

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, 2023 are as follows:

Plan	Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources
PSERS OPEB Plan	\$ 1,160,000	\$ 499,533	\$ 310,000
Charter School OPEB Plan	533,422	97,438	571,179
Total	<u>\$ 1,693,422</u>	<u>\$ 596,971</u>	<u>\$ 881,179</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, 2022, there were no assumed future benefit increases to participating eligible retirees.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

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.

For Class DC members to become eligible for premium assistance, they must satisfy the following criteria:

- Attain Medicare eligibility with 24 ½ or more eligibility points, or
- Have 15 or more eligibility points and terminated after age 67, and
- Have received all or part of the distributions.

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.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

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, 2023, was 0.75% 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 \$62,533 for the year ended June 30, 2023.

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB

At June 30, 2023, the Charter School reported a liability of \$1,160,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022, 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, 2021 to June 30, 2022. 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, 2023, the Charter School's proportion was 0.0630% which was a decrease of 0.0017% from its proportion measured as of June 30, 2022.

For the year ended June 30, 2023, the Charter School recognized OPEB expense of \$129,826. At June 30, 2023, 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
Difference between expected and actual experience	\$ 11,000	\$ 6,000
Changes of assumptions	129,000	274,000
Net difference between projected and actual investment earnings	3,000	-
Changes in proportion	294,000	30,000
Contributions made subsequent to the measurement date	62,533	-
	<u>\$ 499,533</u>	<u>\$ 310,000</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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

The \$62,533 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, 2024. 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:

2024	\$ 66,000
2025	53,000
2026	21,000
2027	1,000
2028	<u>(14,000)</u>
	<u>\$ 127,000</u>

Actuarial Assumptions

The total OPEB liability as of June 30, 2022, was determined by rolling forward the System's total OPEB liability as of June 30, 2021 to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial valuation date - June 30, 2021.
- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 4.09% - 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%

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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

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 following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2020 determined the employer contribution rate for fiscal year 2022.
- 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: The actual data for retirees benefiting under the Plan as of June 30, 2021 was used in lieu of the 63% utilization assumption for eligible retirees.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

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.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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

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, 2022 is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	<u>100.0%</u>	0.5%
	<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total OPEB liability was 4.09%. 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 4.09% which represents the S&P 20-year Municipal Bond Rate at June 30, 2022, 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, 2023

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, 2022, 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, 2022, 93,392 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2022, 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, 2022 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	\$ 1,160,000	\$ 1,160,000	\$ 1,160,000

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 4.09%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (3.09%) or one-percentage point higher (5.09%) than the current rate:

	<u>1% Decrease 3.09%</u>	<u>Current Discount Rate 4.09%</u>	<u>1% Increase 5.09%</u>
Charter School's proportionate share of the net OPEB liability	\$ 1,311,000	\$ 1,160,000	\$ 1,033,000

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, 2023

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, 2023, the Charter School had an accrued balance due to PSERS of \$734,668 including balances related to pension and OPEB. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2023 through June 2023.

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

ELIGIBILITY	COVERAGE AND PREMIUM SHARING	DURATION
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 Member Medicare Age.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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, 2023

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, 2023

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, 2023

NOTE 8 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

Charter School OPEB Plan - continued

General Information About the Charter School OPEB Plan - continued

Benefits Provided - continued

PSERS Retirement - 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, 2022, the date of the most recent actuary valuation, the following employees were covered by the benefit terms:

Active participants	123
Vested former participants	-
Retired participants	-
	<hr/>
Total	123
	<hr/>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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, 2022, was determined by rolling forward the Charter School's total OPEB liability as of July 1, 2021 to July 1, 2022, 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, 1.5% real wage growth, and for teachers and administrators a merit increase which varies by age from 2.75% to 0%.
- Discount rate - 4.06% - based on the Standard & Poor's Municipal Bond 20 Year High Grade Rate Index at July 1, 2022.
- Mortality rates - PubT-2010 headcount- weighted mortality table including rates for contingent survivors for teachers. PubG-2010 headcount- weighted mortality table including rates for all other employees.
- Healthcare cost trend rates - 6.5% in 2022, 6.0% in 2023 and 5.5% in 2024-2025. Rates gradually decrease from 5.4% in 2026 to 3.9% 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, 2022	\$ 723,502
Changes for the year:	
Service cost	142,231
Interest	19,718
Differences between expected and actual experience	(131,102)
Changes of assumptions or other inputs	(219,269)
Benefit payments	(1,658)
Net changes	<u>(190,080)</u>
Balance at June 30, 2023	<u>\$ 533,422</u>

Changes of assumptions or other inputs reflect the following changes: (1) the discount rate changed from 2.28% to 4.06%; (2) the trend assumption was updated; (3) assumptions for salary, mortality, withdrawal and retirement were updated based on new PSERS assumptions.

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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 (3.06 %) or one-percentage point higher (5.06%) than the current discount rate:

	<u>1% Decrease (3.06%)</u>	<u>Current Discount Rate (4.06%)</u>	<u>1% Increase (5.06%)</u>
OPEB Plan - Total OPEB liability	\$ 590,942	\$ 533,422	\$ 480,637

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	\$ 455,394	\$ 533,422	\$ 627,240

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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, 2023, the Charter School recognized OPEB expense of \$133,840. At June 30, 2023, 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
Difference between expected and actual experience	\$ -	\$ 315,804
Changes of assumptions	94,699	255,375
Benefit payments subsequent to the measurement date	2,739	-
	<u>\$ 97,438</u>	<u>\$ 571,179</u>

The \$2,739 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, 2024. 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:

2024	\$ (28,109)
2025	(28,109)
2026	(28,109)
2027	(28,109)
2028	(28,109)
Thereafter	<u>(335,935)</u>
Total	<u>\$ (476,480)</u>

21st CENTURY CYBER CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

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 2022/2023 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, 2023, were as follows:

Nonspendable:	
Prepaid expenditures	\$ 15,218
Committed:	
Future capital projects	2,639,869
Technology initiatives	4,703,269
New initiatives fund	6,009,510
Program contingency fund	428,774
Assigned:	
PSERS retirement rate increases	241,661
Health insurance rate increases	131,697
2023/24 Budgeted Deficit	549,315
Unassigned	<u>9,082,099</u>
Total fund balances	<u>\$ 23,801,412</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, 2023

NOTE 11 - NEW ACCOUNTING PRONOUNCEMENTS

The Governmental Accounting Standards Board (GASB) has issued the following standards which have not yet been implemented:

- 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, 2023

	Original Budget	Final Budget	Actual	Variance
REVENUES				
Local sources	\$ 25,885,926	\$ 25,885,926	\$ 22,782,554	\$ (3,103,372)
State sources	65,248	65,248	90,693	25,445
Federal sources	-	-	1,186	1,186
TOTAL REVENUES	25,951,174	25,951,174	22,874,433	(3,076,741)
EXPENDITURES				
INSTRUCTIONAL SERVICES:				
Regular programs - elementary/secondary	10,495,796	9,650,816	6,766,307	2,884,509
Special programs - elementary/secondary	3,982,856	3,734,948	2,278,346	1,456,602
Vocational education	217,000	228,980	57,524	171,456
Other instructional programs - elementary/secondary	333,722	340,864	194,893	145,971
Higher education programs for secondary students	-	13,767	13,766	1
TOTAL INSTRUCTIONAL SERVICES	15,029,374	13,969,375	9,310,836	4,658,539
SUPPORT SERVICES:				
Students	1,870,628	1,907,389	1,356,842	550,547
Instructional staff	2,271,707	2,288,701	1,705,780	582,921
Administration	3,149,705	3,010,775	2,766,448	244,327
Pupil health	302,448	302,449	114,058	188,391
Business services	1,154,995	1,148,581	945,486	203,095
Operation and maintenance of plant	1,562,317	1,574,171	807,747	766,424
Student transportation services	2,500	52,500	20,996	31,504
Central	1,506,552	1,542,084	1,837,109	(295,025)
TOTAL SUPPORT SERVICES	11,820,852	11,826,650	9,554,466	2,272,184
OPERATION OF NONINSTRUCTIONAL SERVICES:				
Student activities	199,274	181,851	59,929	121,922
Community services	-	-	2,555	(2,555)
TOTAL OPERATION OF NONINSTRUCTIONAL SERVICES	199,274	181,851	62,484	119,367
DEBT SERVICE PAYMENTS	-	-	312,006	(312,006)
TOTAL EXPENDITURES	27,049,500	25,977,876	19,239,792	6,738,084
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(1,098,326)	(26,702)	3,634,641	3,661,343
OTHER FINANCING USE				
Budgetary reserve	-	(1,071,624)	-	1,071,624
SPECIAL ITEM				
Proceeds from sale of building	-	-	1,585,438	1,585,438
REVENUES, OTHER FINANCING SOURCES AND SPECIAL ITEM OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES	\$ (1,098,326)	\$ (1,098,326)	5,220,079	\$ 6,318,405
FUND BALANCE - BEGINNING OF YEAR			18,581,333	
FUND BALANCE - END OF YEAR			\$ 23,801,412	

See note to required supplementary information.

21st CENTURY CYBER CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2023

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 2022/2023 budget transfers.

Excess of Expenditures Over Appropriations in Individual Funds

No individual governmental fund required to have a legally adopted budget had an excess of expenditures over appropriations.

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, 2023. 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

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Charter School's proportion of the collective net pension liability	0.0629%	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	\$ 27,965,000	\$ 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	\$ 9,258,695	\$ 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	302.04%	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	61.34%	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.

21st CENTURY CYBER CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PENSION PLAN

LAST TEN FISCAL YEARS

	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 2,860,610	\$ 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
Contributions in relation to the contractually required contribution	<u>2,860,610</u>	<u>3,156,161</u>	<u>3,122,173</u>	<u>2,639,914</u>	<u>2,367,496</u>	<u>2,042,783</u>	<u>1,521,325</u>	<u>1,040,962</u>	<u>824,109</u>	<u>630,616</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Charter School's covered payroll	<u>\$ 8,389,589</u>	<u>\$ 9,258,695</u>	<u>\$ 9,178,274</u>	<u>\$ 7,853,279</u>	<u>\$ 7,218,830</u>	<u>\$ 6,383,878</u>	<u>\$ 5,170,698</u>	<u>\$ 4,059,874</u>	<u>\$ 3,803,141</u>	<u>\$ 3,937,654</u>
Contributions as a percentage of covered payroll	34.10%	34.09%	34.02%	33.62%	32.80%	32.00%	29.42%	25.64%	21.67%	16.02%

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

	2023	2022	2021	2020	2019	2018	2017
Charter School's proportion of the collective net PSERS OPEB liability	0.0630%	0.0647%	0.0560%	0.0523%	0.0474%	0.0388%	0.0313%
Charter School's proportionate share of the collective net PSERS OPEB liability	\$ 1,160,000	\$ 1,534,000	\$ 1,210,000	\$ 1,112,000	\$ 988,000	\$ 791,000	\$ 674,000
Charter School's covered payroll	\$ 9,258,695	\$ 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	12.53%	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	6.86%	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 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

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Contractually required contribution	\$ 62,533	\$ 74,826	\$ 76,401	\$ 66,473	\$ 60,277	\$ 53,419	\$ 43,243	\$ 34,976	\$ 36,180	\$ 36,655
Contributions in relation to the contractually required contribution	62,533	74,826	76,401	66,473	60,277	53,419	43,243	34,976	36,180	36,655
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School's covered payroll	\$ 8,389,589	\$ 9,258,695	\$ 9,178,274	\$ 7,853,279	\$ 7,218,830	\$ 6,383,878	\$ 5,170,698	\$ 4,059,874	\$ 3,803,141	\$ 3,937,654
Contributions as a percentage of covered payroll	0.75%	0.81%	0.83%	0.85%	0.83%	0.84%	0.84%	0.86%	0.95%	0.93%

21ST CENTURY CYBER CHARTER SCHOOL

**SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY AND RELATED RATIOS -
CHARTER SCHOOL OPEB PLAN**

LAST TEN FISCAL YEARS

	2023	2022	2021	2020	2019	2018
Total OPEB Liability:						
Service cost	\$ 142,231	\$ 143,341	\$ 108,992	\$ 109,307	\$ 91,917	\$ 87,681
Interest	19,718	13,815	20,069	14,804	15,855	9,773
Changes of benefit terms	-	-	-	-	(4,651)	-
Differences between expected and actual experience	(131,102)	-	(112,678)	-	(125,220)	-
Changes of assumptions	(219,269)	(33,071)	96,434	(21,252)	(1,528)	16,559
Benefit payments	(1,658)	-	(3,716)	-	(7,737)	-
Net change in total OPEB liability	(190,080)	124,085	109,101	102,859	(31,364)	114,013
Total OPEB liability, beginning	723,502	599,417	490,316	387,457	418,821	304,808
Total OPEB liability, ending	<u>\$ 533,422</u>	<u>\$ 723,502</u>	<u>\$ 599,417</u>	<u>\$ 490,316</u>	<u>\$ 387,457</u>	<u>\$ 418,821</u>
Covered Employee Payroll	<u>\$ 7,787,786</u>	<u>\$ 8,744,575</u>	<u>\$ 8,744,575</u>	<u>\$ 7,304,223</u>	<u>\$ 7,304,223</u>	<u>\$ 4,834,351</u>
Total OPEB Liability as a Percentage of Covered Employee Payroll	6.85%	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, 2022 measurement date are as follows:

- The discount rate changed from 2.28% to 4.06%.
- The trend assumption was updated.
- Assumptions for salary, mortality, withdrawal and retirement were updated based on new PSERS assumptions.

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 21st Century Cyber Charter School, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise 21st Century Cyber Charter School's basic financial statements and have issued our report thereon dated December 12, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered 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 21st Century Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of 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 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 12, 2023**



Book	Policy Manual
Section	1000 Programs
Title	Special Education
Code	1013
Status	Active
Adopted	November 23, 2010
Last Revised	January 12, 2021
Prior Revised Dates	September 11, 2018

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 \(PaTTAN\)](#)

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: Dr. Giagnacova

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: June 12, 2024

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: July 05, 2023

Y	N	NA	D K	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	D K	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 The LEA will provide staff professional development to ensure that the required information pertaining to Extended School Year (ESY) is included in students’ IEPs and that the timelines for ESY determination are followed. Evidence of Change: The SPOC will review 10 files to determine if each student's ESY determination is individualized resulting in compliance.		05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	12/20/2023
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.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent)			
					4 1 0 1 1 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. 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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
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						17A. FSA-PUBLIC SCHOOL ENROLLMENT			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
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.	06/30/2023 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	06/25/2023
						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.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 3 0 0 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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.			
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. Evidence of Change: The LEA will submit the IP to the SPOC by COB 10/30/2023	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	07/17/2023

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	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. Evidence of Change: The LEA will submit the IP to the SPOC by COB 10/30/2023	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	07/17/2023
		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.			
	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. Evidence of Change: The LEA will submit the IP to the SPOC by COB 10/30/2023	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	10/26/2023
	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 rates (PSSA and PASA). Evidence of Change: The LEA will submit the IP to the SPOC by COB 10/30/2023	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	10/26/2023
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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
						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?			
						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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
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)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
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)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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	D K	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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
						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			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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? Learning and seems to acknowledge peers and is pleased with progress. With same aged peers, at instructional level--challenged, but not frustrated. With same aged peers, classes are on skill level. Interactions with peers; curriculum is appropriate for academic needs. Benefiting from services and is learning. Has access to non-disabled peers, receives modeling and exposure. Learning and benefiting from exposure to regular education and peers. It's on their academic level and they are getting the opportunity to interact with same age peers. Access to the regular curriculum and grade level peers.			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 1 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
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)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
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			

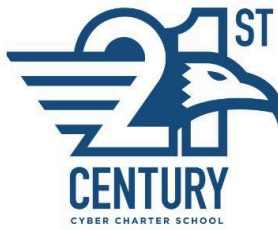
Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 1 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
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			
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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: The SPOC will review 10 files to determine if PD for staff was acceptable and documents are now written accurately.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	04/18/2024
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)			
					6 0 0 0 1 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		1	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 4 2 4 2 3 2 4 1 4 1 1	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?			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA #6 Graduation	This LEA will resubmit an improvement plan that is focused and applicable to increasing graduation rate of student with disabilities. Evidence of Change LEA will provide SPOC with revised IP for specific activities relative to increasing the graduation rate for students with disabilities.	12/30/2023 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	12/20/2023
						FSA #7 Drop Out	This LEA will resubmit an improvement plan that is focused and applicable to decreasing the drop out rate of student with disabilities. Evidence of Change LEA will provide SPOC with revised IP that addresses students with disabilities that drop out.	12/30/2023 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	12/20/2023
						FSA #11 LRE	This LEA will resubmit an improvement plan that is focused and applicable to increasing the 80% category for LRE and decreasing the 40% category for student with disabilities. Evidence of Change LEA will provide SPOC with revised IP for specific plans to address the LRE categories. The LEA will provide SPOC with a more detailed improvement plan to increase the 80% category.	12/30/2023 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	12/20/2023
						FSA #16	This LEA will resubmit an improvement plan that is focused and applicable to increasing the participation rate for students with disabilities taking the PSSA. Evidence of Change The LEA will provide SPOC with the improvement plan that is more focused upon each individual topic that needs corrective action.	12/30/2023 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	12/20/2023

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA #6 STANDARD - Graduation The graduation rate of the LEA's students with disabilities meets state targets.	This LEA will follow a previously created improvement plan to increase graduation rates. Evidence of Change: SPOC will review graduation data with LEA to compare students with special needs and students in general education.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	Extension Date: 09/01/2024
						FSA #7 STANDARD – Dropout The dropout rate of the LEA's students with disabilities meets the SPP target.	This LEA will follow a previously created improvement plan to decrease drop out rates. Evidence of Change: SPOC will review drop out data with LEA to compare students with special needs and students in general education. Evidence of Change: SPOC will review drop out data with LEA to compare students with special needs and students in general education.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	Extension Date: 09/01/2024
						FSA #11 Standard - Students with disabilities are provided for in the least restrictive environment. - 34 CFR 300.114 – 117	This LEA will follow a previously created improvement plan to decrease <40% of students not having access to general Education classes (LRE) Evidence of Change: SPOC will review LRE data charts with LEA to compare students with special needs and students in general education.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	Extension Date: 09/01/2024
						FSA #16 Standard - The LEA's population of students who participate in state assessment is comparable with the state data	This LEA will follow a previously created improvement plan to increase the number of students with special needs who participate in standardized assessments. Evidence of Change: SPOC will review data with LEA to compare students with special needs and students in general education.	05/30/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	Extension Date: 09/01/2024



December 12 Professional Development Session

2023 - 2024

As per Act 55, school entities are required to provide their employees with at least one hour of training annually on recognizing concerning behaviors and emergency training drills. We all satisfied this requirement in August.

We are also required to provide employees with a minimum of two hours of training annually on one or more of these school safety and security topics: situational awareness, trauma-informed practices, behavioral health awareness, suicide and bullying awareness, and substance abuse awareness. We have partnered with [Thom Stecher & Associates](#) to both meet this requirement and expand our toolkit when it comes to supporting our students. This session is Part I and we will work with them again in March for Part II.

December 12, 2023			
Time	Topic	Participants	Facilitation & Link
12:30 PM - 3:30 PM	The Formula for Understanding Student Behavior	Teachers, Counselors, TA/AA, Developers, ISD, Social Worker, Supervisor of Special Ed & Designated Support Staff	Thom Stecher & Associates Zoom Link

**** Each supervisor decided whether support staff they oversee would attend this training or satisfy the Act 55 requirement using the PCCD online modules. If you are unsure of your status, please contact your immediate supervisor.***

Additional Resources: PDE asks that we also provide these resources/links in case you wish to deepen your understanding of Behavioral Health Awareness.






- [Pennsylvania Network for Student Assistance Services \(PNSAS\)](#)
- [Office for Safe Schools](#), PDE
- Crisis Resources:
 - 988 Suicide & Crisis Lifeline: Call 988 or visit <https://988lifeline.org/>
 - Crisis Text Line: TEXT 741-741 or visit <http://www.crisistextline.org/>
 - The Trevor Project Lifeline for LGBTQ+ Youth: call 1-866-488-7386 or text 678-678

























The Formula for Understanding Student Behavior


This activity is for instructional staff on behavioral health and is aligned to Act 55 requirements.



Meeting Date(s)	• #1 Dec 12 2023 12:30PM - 3:30PM		
Location(s)	West Chester & Murrysville [online]		
Instructor(s)	• Nora Wheeler		
Goal(s)	-None-		
Purpose(s)	• Act 48 Upload	Hours	3.00
Building(s)	• -All-	Cost	\$ 0.00
Department(s)	• -All-	# Enrolled	115/150
Grade(s)	• -All-		

Program/Sponsor District Catalog
Contact: Nora Wheeler

	#	Name District Building	Approval Status	Hours#1	Evals
	1.	Alexis, Maria MIDDLE SCHOOL	Complete	3.00	
	2.	Andrulewich, Lauren HIGH SCHOOL	Complete	3.00	
	3.	Beidler, Marife Business Office	Complete	3.00	
	4.	Bell, Alyssa HIGH SCHOOL	Complete	3.00	
	5.	Beyer, Rebecca MIDDLE SCHOOL	Complete	3.00	
	6.	Brown, Sossie HIGH SCHOOL	Complete	3.00	
	7.	Bugay, John HIGH SCHOOL	Complete	3.00	
	8.	Bull, Morgan Enrollment	Complete	3.00	
	9.	Bush, Chrystal Teaching Assistants	Complete	3.00	
	10.	Cahill, Jeane Teaching Assistants	Complete	3.00	
	11.	Capets, Mariann HIGH SCHOOL	Complete	3.00	
	12.	Certo, Mary Shipping	Complete	3.00	
	13.	Chafin, Janet HIGH SCHOOL	Complete	3.00	
	14.	Chamberlain, Susan HIGH SCHOOL	Complete	3.00	
	15.	Chu, Peicheng HIGH SCHOOL	Complete	3.00	
	16.	Cooke, Ashley HIGH SCHOOL	Complete	3.00	
	17.	Copenhaver, Alex HIGH SCHOOL	Complete	3.00	
	18.	Copper, Paige HIGH SCHOOL	Complete	3.00	
	19.	Cronin, Robert HIGH SCHOOL	Complete	3.00	
	20.	Danahy, Veronica Business Office	Complete	3.00	
	21.	Dayan, Brandon HIGH SCHOOL	Complete	3.00	
	22.	Delaney, Cathleen MIDDLE SCHOOL	Complete	3.00	
	23.	Demorest, Melissa HIGH SCHOOL	Complete	3.00	
	24.	DeRita, Jacalyn HIGH SCHOOL	Complete	3.00	
	25.	Devey, Jennifer Teaching Assistants	Complete	3.00	
	26.	Dhanak, Lauren ISD	Complete	3.00	
	27.	Dickinson, Mark HIGH SCHOOL	Complete	3.00	
	28.	Donnelly, Brian Developers	Complete	3.00	
	29.	Douglas, Lauren HIGH SCHOOL	Complete	3.00	
	30.	Driscoll, James HIGH SCHOOL	Complete	3.00	
	31.	Duffy, Victoria HIGH SCHOOL	Complete	3.00	

	32. Dunn, Melody Administration	Complete	3.00	●
	33. Elder, Laura HIGH SCHOOL	Complete	3.00	●
	34. Ellsworth, Amy HIGH SCHOOL	Complete	3.00	●
	35. Faralli, Maryann Receptionist	Complete	3.00	●
	36. Farrell, Kristi MIDDLE SCHOOL	Complete	3.00	●
	37. Faunce, Jill Teaching Assistants	Complete	3.00	●
	38. Fiolo-Miller, Jennifer HIGH SCHOOL	Complete	3.00	●
	39. Frank, Monica Principals	Complete	3.00	●
	40. Geller, Kimberly MIDDLE SCHOOL	Complete	3.00	●
	41. Giandonato, Mary Beth MIDDLE SCHOOL	Complete	3.00	●
	42. Gibb, Darren MIDDLE SCHOOL	Complete	3.00	●
	43. Gibson, Emily HIGH SCHOOL	Complete	3.00	●
	44. Graff, Christina Teaching Assistants	Complete	3.00	●
	45. Griffin, Julianne MIDDLE SCHOOL	Complete	3.00	●
	46. Griffin, Katelyn MIDDLE SCHOOL	Complete	3.00	●
	47. Hammond, Jessica HIGH SCHOOL	Complete	3.00	●
	48. Hanson, Ruth HIGH SCHOOL	Complete	3.00	●
	49. Harkins, Anthony Home & School Liaison	Complete	3.00	●
	50. Harris, Steven HIGH SCHOOL	Complete	3.00	●
	51. Hartshaw, Eileen MIDDLE SCHOOL	Complete	3.00	●
	52. Haslam, Kendra MIDDLE SCHOOL	Complete	3.00	●
	53. Heleniak, Dana HIGH SCHOOL	Complete	3.00	●
	54. Hodges, Pamela Business Office	Complete	3.00	●
	55. Horrell, Julie Teaching Assistants	Complete	3.00	●
	56. Iovine, Heather Director of Curriculum- Brian	Complete	3.00	●
	57. Jefferis, Sarah HIGH SCHOOL	Complete	3.00	●
	58. Jimenez, Elinore HIGH SCHOOL	Complete	3.00	●
	59. King, Erin Teaching Assistants	Complete	3.00	●
	60. Kinsch, Matthew MIDDLE SCHOOL	Complete	3.00	●
	61. Kreiser, Galen HIGH SCHOOL	Complete	3.00	●
	62. Laidlaw, Erika Principals	Complete	3.00	●
	63. Leber, Kathryn Special Education Services	Complete	3.00	●
	64. Livesey, Rachel Developers	Complete	3.00	●
	65. Lockard, Christina Developers	Complete	3.00	●
	66. Lopez, Eufemia Business Office	Complete	3.00	●
	67. Lopez, Lillian Home & School Liaison	Complete	3.00	●
	68. Maddona, Sandra School Secretary- Under Megan	Complete	3.00	●
	69. Maloney, Julie HIGH SCHOOL	Complete	3.00	●
	70. Mancini, Jason Special Ed TA	Complete	3.00	●
	71. Mason, Abbey HIGH SCHOOL	Complete	3.00	●

	72.	Masse, Jennifer Business Office	Complete	3.00	●
	73.	Matthews, Joseph Developers	Complete	3.00	●
	74.	McCoy, Ann HIGH SCHOOL	Complete	3.00	✔
	75.	McNeal , Alicia Teaching Assistants	Complete	3.00	✔
	76.	Meyer, Jennifer Teaching Assistants	Complete	3.00	✔
	77.	Meyer, Michael MIDDLE SCHOOL	Complete	3.00	✔
	78.	Michener, Lauren Tech Coach	Complete	3.00	✔
	79.	Miller, Trisha MIDDLE SCHOOL	Complete	3.00	✔
	80.	Moynihan, Lisa HIGH SCHOOL	Complete	3.00	✔
	81.	Mullins, Colleen MIDDLE SCHOOL	Complete	3.00	✔
	82.	Murray, Allan HIGH SCHOOL	Complete	3.00	✔
	83.	Naylor, Jill ISD	Complete	3.00	✔
	84.	Offenbeck, Jennifer HIGH SCHOOL	Complete	3.00	●
	85.	Palaia, Jason Administration	Complete	3.00	●
	86.	Park, Abby Teaching Assistants	Complete	3.00	✔
	87.	Pici, Angie MIDDLE SCHOOL	Complete	3.00	●
	88.	Rapp, Terri Developers	Complete	3.00	●
	89.	Reid, Lindsay Special Ed TA	Complete	3.00	✔
	90.	Rhoads, Kailyn	Complete	3.00	●
	91.	Rulon, Tara Enrollment	Complete	3.00	●
	92.	Schwenger, Althea Teaching Assistants	Complete	3.00	✔
	93.	Sendecki, Nicole Enrollment	Complete	3.00	●
	94.	Shank, Emily Developers	Complete	3.00	✔
	95.	Sherbondy, Kelly Administration	Complete	3.00	●
	96.	Shostak, Anastasiya Teaching Assistants	Complete	3.00	●
	97.	Smith, Matthew S Under Principal- Nora Wheeler	Complete	3.00	●
	98.	Staub, Chelsey HIGH SCHOOL	Complete	3.00	✔
	99.	Stellfox, Megan Student Support Manager	Complete	3.00	●
	100.	Stevenson, Caroline Teaching Assistants	Complete	3.00	✔
	101.	Stiles, David MIDDLE SCHOOL	Complete	3.00	✔
	102.	Taylor, Ann Shipping	Complete	3.00	●
	103.	Thimons, Tracy Teaching Assistants	Complete	3.00	✔
	104.	Thorne, Allison MIDDLE SCHOOL	Complete	3.00	✔
	105.	Tobin, Patrick MIDDLE SCHOOL	Complete	3.00	✔
	106.	Trotter, Brittany HIGH SCHOOL	Complete	3.00	✔
	107.	Uebele, Maryellen Under Principal- Nora Wheeler	Complete	3.00	✔
	108.	Wagner, Caroline HIGH SCHOOL	Complete	3.00	●
	109.	Walter, Kirstyn Teaching Assistants	Complete	3.00	✔
	110.	Wheeler, Nora Administration	Complete	3.00	●
	111.	Wilson, Claire MIDDLE SCHOOL	Complete	3.00	✔

	112.	Wilson, John HIGH SCHOOL	Complete	3.00	●
	113.	Yauger, Lauren Special Education Teachers	Complete	3.00	●
	114.	Zaayenga, Dianne HIGH SCHOOL	Complete	3.00	✔
	115.	Zulkoski, Irene MIDDLE SCHOOL	Complete	3.00	✔

Close & Exit

Structured Literacy Overview
October 17, 2024



2023/2024

Life's Imperative... Being Literate!

Lauren Daly Clark, M. Ed,
Bridget Telenko, M. Ed,
Jackie Arthur, M. Ed

TaC Vision Statement: *Through partnerships with Chester County schools, the Training and Consultation (TaC) Team seeks to promote lifelong learning and student success through educational leadership, dynamic training, and collaborative support.*

 Chester County
Intermediate Unit





























































Agenda

































- 1** **Relevance**
Science of Reading /
Writing
- 2** **Components**
What is involved?
- 3** **Discussion**
What are you thinking
now?

October 17, 2023 Structured Literacy

This session provides an overview of structured literacy, which partially satisfies the new PDE required training.

Meeting Date(s)	• #1 Oct 17 2023 12:30PM - 3:30PM		
Location(s)	West Chester and Murrysville (online)		
Instructor(s)	• Nora Wheeler • Arthur, Jacquelyn		
Goal(s)	-None-	Hours	3.00
Purpose(s)	• Act 48 Upload	Cost	\$ 0.00
Building(s)	• -All-	# Enrolled	52/100
Department(s)	• -All-		
Grade(s)	• -All-		
Program/Sponsor	District Catalog Contact: Nora Wheeler		

	#	Name District Building	Approval Status	Hours#1	Evals
	1.	Alexis, Maria MIDDLE SCHOOL	Complete	3.00	
	2.	Bell, Alyssa HIGH SCHOOL	Complete	3.00	
	3.	Beyer, Rebecca MIDDLE SCHOOL	Complete	3.00	
	4.	Bugay, John HIGH SCHOOL	Complete	3.00	
	5.	Chamberlain, Susan HIGH SCHOOL	Complete	3.00	
	6.	Chu, Peicheng HIGH SCHOOL	Complete	3.00	
	7.	Copenhaver, Alex HIGH SCHOOL	Complete	3.00	
	8.	Copper, Paige HIGH SCHOOL	Complete	3.00	
	9.	Cronin, Robert HIGH SCHOOL	Complete	3.00	
	10.	Dayan, Brandon HIGH SCHOOL	Complete	3.00	
	11.	Delaney, Cathleen MIDDLE SCHOOL	Complete	3.00	
	12.	DeRita, Jacalyn HIGH SCHOOL	Complete	3.00	
	13.	Devey, Jennifer Teaching Assistants	Complete	3.00	
	14.	Dickinson, Mark HIGH SCHOOL	Complete	3.00	
	15.	Douglas, Lauren HIGH SCHOOL	Complete	3.00	
	16.	Driscoll, James HIGH SCHOOL	Complete	3.00	
	17.	Duffy, Victoria HIGH SCHOOL	Complete	3.00	
	18.	Elder, Laura HIGH SCHOOL	Complete	3.00	
	19.	Ellsworth, Amy HIGH SCHOOL	Complete	3.00	
	20.	Farrell, Kristi MIDDLE SCHOOL	Complete	3.00	
	21.	Faunce, Jill Teaching Assistants	Complete	3.00	
	22.	Fiolo-Miller, Jennifer HIGH SCHOOL	Complete	3.00	
	23.	Galette, Steven MIDDLE SCHOOL	Complete	3.00	
	24.	Geller, Kimberly MIDDLE SCHOOL	Complete	3.00	
	25.	Gibb, Darren MIDDLE SCHOOL	Complete	3.00	
	26.	Gibson, Emily HIGH SCHOOL	Complete	3.00	
	27.	Griffin, Katelyn MIDDLE SCHOOL	Complete	3.00	
	28.	Grobman, Jodi HIGH SCHOOL	Complete	3.00	
	29.	Hammond, Jessica HIGH SCHOOL	Complete	3.00	
	30.	Hanson, Ruth HIGH SCHOOL	Complete	3.00	
	31.	Hartshaw, Eileen MIDDLE SCHOOL	Complete	3.00	

	32. Heleniak, Dana HIGH SCHOOL	Complete	3.00	
	33. Jefferis, Sarah HIGH SCHOOL	Complete	3.00	
	34. Jimenez, Elinore HIGH SCHOOL	Complete	3.00	
	35. Kreiser, Galen HIGH SCHOOL	Complete	3.00	
	36. Maloney, Julie HIGH SCHOOL	Complete	3.00	
	37. Mancini, Jason Special Ed TA	Complete	3.00	
	38. Matthews, Joseph Developers	Complete	3.00	
	39. Meyer, Michael MIDDLE SCHOOL	Complete	3.00	
	40. Michener, Lauren Tech Coach	Complete	3.00	
	41. Miller, Trisha MIDDLE SCHOOL	Complete	3.00	
	42. Mullins, Colleen MIDDLE SCHOOL	Complete	3.00	
	43. Murray, Allan HIGH SCHOOL	Complete	3.00	
	44. Reid, Lindsay Special Ed TA	Complete	3.00	
	45. Smith, Matthew S Under Principal- Nora Wheeler	Complete	3.00	
	46. Stanley, Stephanie Under Principal- Nora Wheeler	Complete	3.00	
	47. Stiles, David MIDDLE SCHOOL	Complete	3.00	
	48. Tobin, Patrick MIDDLE SCHOOL	Complete	3.00	
	49. Trotter, Brittany HIGH SCHOOL	Complete	3.00	
	50. Wilson, Claire MIDDLE SCHOOL	Complete	3.00	
	51. Wilson, John HIGH SCHOOL	Complete	3.00	
	52. Zaayenga, Dianne HIGH SCHOOL	Complete	3.00	

Close & Exit

Checking in with your teen

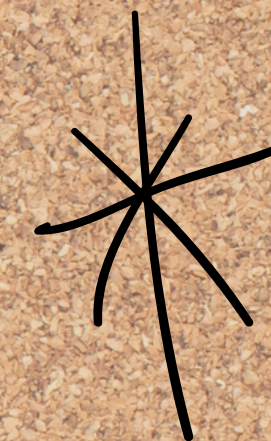
TIPS FOR FOSTERING EMOTIONAL
REGULATION AND GOOD MENTAL
HEALTH IN THE HOME

By Katie Leber, LSW





Presentation Topics



Supportive discussions

being fully supportive and
acknowledging that things may not go
as planned

Emotional responsibility

Teaching teens who they are
emotionally responsible for
(themselves), what good boundaries
look like and the importance of
thinking through their actions

Emotions, moods and coping

Mood changes in teens are normal,
giving teens space to be themselves
and helping them figure out how to
feel better

Supportive discussions

Engaging with teens and their challenges

Teens experiences A LOT of challenges. To adults they may seem minor to but to teens who have not fully experienced the world they can be BIG!

Fully listening and supporting teens, not brushing off their challenges as trivial can go a long way to help teens feel supported.

Discussing the hard things

When done in a calm way it can help to discuss the negative side or hard things with teens that they may not think of.

What if they dont get into that college or pass that exam? What if they don't get that job? How can they handle it and how will impact their life

Unconditional support

Offering unconditional support with challenges and hard things goes a long way in supporting teens.

"Whether you get that job or into that college we still think you are smart and will do big things"

"No matter what, you always have us"

Emotional Responsibility

Being responsible for yourself and your actions

Teens may feel the need to do things or be a certain way for their friends. "I can't miss the dance or my friends will be mad at me"

Reminding teens that while they need to take responsibility for their actions, they are not responsible for others happiness or anger.

Boundaries

Having discussions to help your teen determine what a good friend or partner looks like to them.

Is it realistic to stay on the phone with a boyfriend/ girlfriend 4 hours a day?

Does a good friend demand you text them back immediately?
What about weekend fun? -Does your teen run themselves out being social?

Emotional response

Teens may struggle to understand that they are primarily responsible for how they feel and the way in which they feel and react to events in life.

They can be mad they did not do well on a math test but blaming the teacher or way overreacting won't help.

Emotions, moods and coping

"You have nothing to be upset about!"

It can be hard to see our teens upset but validating their emotions helps with regulation.

Statements such as "its no big deal, im sure it will be fine, why are you freaking out? or you dont even work, you have no reason to be in a bad mood" are not helpful and shut down discussion

Moodiness

Humans are moody beings- we all get moody.

Allowing our teens to be moody and work through it helps build emotional health.

Not always trying to get to the root of the issue or responding with rudeness is important.

Coping

Through showing and teaching teens that all moods and emotions are accepted we can also teach coping.

"I had a tough day and I am feeling angry. I am going to take a break before dinner and do something relaxing"

"I was going to go to dinner with my friends but realized my body needed a break so I rescheduled"

Other Tips to help with emotional regulation

Daily reviews of best
moments and hard
moments of the day-
rose/ thorn

Journaling, mood
tracking and therapy
are all great ways to
get out stress

Normalize that being
happy all the time is
not realistic

To increase
conversation-
consider a family
journal or texting
each other

Create a space where
teens can come talk to
you without judgement

Make monthly goals or
keep track of wins,
celebrate both
tangible and emotional
wins

Month	Teacher	Subject	Attendees	Presentations
September 26	Katie	Gearing Up a Great Year - Helping your student be successful	AM - 0PM- 5	rive/folders/1p8SNzKR53
October 26	Katie	Coping with Stress and School	AM - 0PM- 1	rive/folders/1p8SNzKR53
November 30	Katie	Social Media and Safely - Helping your student stay safe	AM - 0PM - 1	rive/folders/1p8SNzKR53
December 19	Katie	Winter and the Holiays - Tips for Coping	AM- 0PM - 0	rive/folders/1p8SNzKR53
January 30	Katie	Checking in with Your Teen	AM- 0PM - 0	rive/folders/1p8SNzKR53
February 27	Katie	Staying on Task	AM - 1PM 1	rive/folders/1p8SNzKR53
March 27	Katie	ESY vs Summer School	AM 1PM	rive/folders/1p8SNzKR53
April 30	Katie	Preparing for the End of the Year	AM only- 0	rive/folders/1p8SNzKR53
May 28	Katie	Preparing for Your Summer	AM - 2PM	rive/folders/1p8SNzKR53



Teachers' Desk Reference: Practical Information for Pennsylvania's Teachers

Extended School Year (ESY)

What is ESY?

Extended School Year (ESY) services are special education and related services that are provided to students with disabilities beyond the 180-day school year. The Individuals with Disabilities Education Act (IDEA), the federal special education law, states that local educational agencies (LEAs) must provide ESY services if a student needs these services to receive a free appropriate public education (FAPE). In some cases, interruptions in the school schedule, such as summer break, may result in some students with disabilities losing basic skill level and taking a much longer time to regain those skills than their peers without disabilities once school is back in session. ESY services are provided during breaks in the educational schedule to prevent this loss.

ESY services are not day care or respite services. ESY services are not a summer recreation program or other programs or services that are not required to ensure the provision of FAPE to a student – even if they provide some educational benefit.

As a teacher, you may be part of an Individualized Education Program (IEP) team that will determine eligibility for ESY services for students with disabilities who receive special education services.

How Is ESY Eligibility Determined?

Every student who is eligible for special education has an IEP that describes the programs and services necessary for the student to receive FAPE. One of the issues discussed and decided upon at the IEP team meeting is whether or not the student requires ESY services as part of the student's special education program. ESY **must** be considered each year for **every** student with a disability.

As a teacher, you may be part of an Individualized Education Program (IEP) team that will determine eligibility for ESY services for students with disabilities who receive special education services.

In addition, the Pennsylvania Department of Education offers guidance regarding students with severe disabilities, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disabilities, degenerative impairments with mental involvement, and severe multiple disabilities. Students in this group, known as the Armstrong Target Group, must have an IEP team review of ESY eligibility no later than February 28 of each school year, with a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) issued no later than

March 31 of each school year. Students whose disabilities are not in the target group will not be held to the same timelines; however, determinations must be made in a timely manner.

Factors to Guide IEP Team Determination of ESY Eligibility

The IEP team makes its decision about providing ESY services by examining data that have been collected throughout the school year, including before and after scheduled breaks in the school year. The team also reviews input provided by teachers, parents, or other members of the IEP team. Reliable sources of information could include:

- Progress toward goals on consecutive IEPs
- Progress reports maintained by educators, therapists, and others having direct contact with the student before and after interruptions in education
- Reports by parents of negative changes in adaptive behaviors or in other skill areas
- Medical or other agency reports indicating degenerative-type difficulties that become exacerbated during breaks in educational services
- Observations and opinions by educators, parents, and others
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments, and other equivalent measures.
- Progress Monitoring data collected by teachers

There are seven factors that the IEP team must consider to determine if a student is eligible for ESY services. However, **no one factor** by itself can be used to determine eligibility for ESY services. The child may be eligible by meeting just one of the criteria, but all seven factors must be considered by the IEP team.

The seven factors for consideration are:

1. **Regression** - whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors that occur as a result of interruption in educational programming
2. **Recoupment** - whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.

3. **Regression/Recoupment** - whether the student's difficulties with regression **and** recoupment make it unlikely that the student will maintain the skills and behaviors relevant to the IEP goals
4. **Mastery** - the extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted
5. **Self-sufficiency and independence** - the extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers
6. **Successive interruptions** - the extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process
7. **Severity of disability** - whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disabilities, degenerative impairments with mental involvement and severe multiple disabilities

Basic Steps in ESY Decision Process

Step One - Gather information regarding student progress toward IEP goals, particularly before/after breaks in the school schedule.

Step Two - Make the determination regarding ESY eligibility at the IEP team meeting, reviewing the seven factors explained previously.

Step Three - Document the ESY determination on the IEP.

Step Four - Issue a NOREP/PWN if the LEA is:

- Proposing to add ESY services to an IEP that previously did not have it
- Proposing to delete the provision of ESY services from an IEP
- Refusing to initiate the provision of ESY services requested by the parent
- Proposing or refusing to change the provision of the ESY program

ESY Service Delivery Models

The IEP team must determine the appropriate service delivery model based on the needs of the individual student. School districts are not required to create new programs merely to provide ESY in an integrated setting if they do not provide services at that time for students without disabilities.

ESY service delivery models may be one-to-one or group instruction. Services may be delivered in the student's home, in the community, or in a school classroom setting. The school district may deliver ESY services in the district of residence, or may contract through another agency to provide ESY services outside the boundaries of the school district. ESY services may include related services, such as speech and language therapy, occupational therapy, and physical therapy, as well as instructional academic goals, based on the student's individual needs and as stipulated in the IEP.

ESY services may include:

- "Take home" instructional materials
- Behavioral or other training for parents or program staff
- Itinerant teacher and/or related service provider services
- Consultation
- Tutorials
- Services contracted through community or outside agencies

What if the Parents and the School Disagree on ESY Determination?

If the IEP team, which includes the parents, cannot reach an agreement on the determination of eligibility and/or provision of ESY services, then the school district must issue the NOREP/PWN along with the Procedural Safeguards Notice to the parents explaining the IEP team's decision. If the parents still disagree, then they may respond to the NOREP/PWN with a letter stipulating their concerns, request another IEP team meeting, request free mediation services, or request a due process hearing. Mediation services use a neutral, specially-trained mediator who meets with both sides and helps both parties reach an agreement. A due process hearing is held before an impartial hearing officer who listens to both sides and then makes a decision.

Resources

A Basic Education Circular (BEC) on ESY can be found on the Pennsylvania Department of Education website at www.education.pa.gov.

Extended School Year Services in Pennsylvania
<http://tinyurl.com/ESYinPA>

Commonwealth of Pennsylvania

Tom Wolf
Governor



Bureau of Special Education
Pennsylvania Training and Technical Assistance Network



[www.facebook.com/
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Extended School Year Services in Pennsylvania



Message from the Director of the Bureau of Special Education

I am pleased to provide consumers with this guide to Extended School Year (ESY) services. It is intended to be a comprehensive compilation of documents that will provide direction, respond to questions, and guide parents and local education agencies in making determinations about ESY services.

Decisions regarding a student's need for ESY services are intricately related to the progress that the student is making in his or her overall instructional program. Information about progress monitoring is available on the Pennsylvania Training and Technical Assistance Network (PaTTAN) website (www.pattan.net). Additional information is available on the Pennsylvania Department of Education (PDE) website (www.education.pa.gov).

I hope that you will find this guide useful, as we continue in the effort to provide outstanding educational programs for all students with disabilities in Pennsylvania.

A handwritten signature in black ink that reads "Carole L. Clancy". The signature is written in a cursive, flowing style.

Carole L. Clancy, Ed.D.
Director, Bureau of Special Education

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Federal Regulations Part 300.106

State Regulations Chapter 14.132

State Regulations Chapter 711.44

§300.106 Extended school year services.

(a) *General.*

- (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
- (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.
- (3) In implementing the requirements of this section, a public agency may not—
 - (i) Limit extended school year services to particular categories of disability; or
 - (ii) Unilaterally limit the type, amount, or duration of those services.

(a) *Definition.* As used in this section, the term extended school year services means special education and related services that—

- (1) Are provided to a child with a disability—
 - (i) Beyond the normal school year of the public agency;
 - (ii) In accordance with the child's IEP; and
 - (iii) At no cost to the parents of the child; and
- (2) Meet the standards of the SEA.

§14.132 ESY.

- (a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), school entities shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:
- (1) At each Individualized Education Program (IEP) meeting for a student with disabilities, the school entity shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.
 - (2) In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors; however, no single factor will be considered determinative:
 - (i) Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
 - (ii) Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
 - (iii) Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
 - (iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

- (v) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
 - (vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
 - (vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities.
- (b) Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress may include the following:
 - (1) Progress on goals in consecutive IEPs.
 - (2) Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
 - (3) Reports by parents of negative changes in adaptive behaviors or in other skill areas.
 - (4) Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
 - (5) Observations and opinions by educators, parents and others.
 - (6) Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.
- (c) The need for ESY services will not be based on any of the following:
 - (1) The desire or need for day care or respite care services.
 - (2) The desire or need for a summer recreation program.
 - (3) The desire or need for other programs or services that, while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education.
- (d) Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe intellectual disability; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for extended school year services to be provided as follows:
 - (1) Parents of students with severe disabilities shall be notified by the school entity of the annual review meeting to encourage their participation.
 - (2) The IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
 - (3) The Notice of Recommended Educational Placement shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
 - (4) If a student with a severe disability transfers into a school entity after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
- (e) School entities shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d). However, these determinations shall still be made in a timely manner. If the parents disagree with the school entity's recommendation on ESY, the parents will be afforded an expedited due process hearing.

§711.44 ESY

- (a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), charter schools and cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:
- (1) At each IEP meeting for a student with disabilities, the charter school or cyber charter school shall determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.
 - (2) In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:
 - (i) Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
 - (ii) Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
 - (iii) Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
 - (iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
 - (v) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
 - (vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
 - (vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities.
- (b) Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year to year progress may include the following:
- (1) Progress on goals in consecutive IEPs.
 - (2) Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
 - (3) Reports by parents of negative changes in adaptive behaviors or in other skill areas.
 - (4) Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
 - (5) Observations and opinions by educators, parents and others.
 - (6) Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

- (c) The need for ESY services will not be based on any of the following:
 - (1) The desire or need for day care or respite care services.
 - (2) The desire or need for a summer recreation program.
 - (3) The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.
- (d) Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe intellectual disability; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:
 - (1) Parents of students with severe disabilities shall be notified by the charter school or cyber charter school of the annual review meeting to ensure their participation.
 - (2) An IEP review meeting must occur no later than February 28 of each school year or students with severe disabilities.
 - (3) The notice of recommended educational placement (NOREP) shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
 - (4) If a student with a severe disability transfers into a charter school or cyber charter school after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
- (e) Charter schools and cyber charter schools shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d). However, these determinations shall still be made in a timely manner. If the parents disagree with the charter school's or cyber charter school's recommendation on ESY, the parents will be afforded an expedited due process hearing.

Extended School Year (ESY) Information for Parents

What is Extended School Year?

Extended School Year (ESY) services are special education and related services provided to students with disabilities beyond the regular 180-day school year. The Individuals with Disabilities Education Act (IDEA), the federal special education law, requires school districts, intermediate units, and charter schools to provide ESY services if a student needs these services to receive a free appropriate public education (FAPE). In some cases, interruptions in the school schedule, such as summer break, weekends, and holidays, will result in children with disabilities losing many of their basic skills and taking a long time to get those skills back once school begins again. ESY services are provided during breaks in the educational schedule to prevent this loss.

What is not ESY?

Extended School Year services are not day care or respite services. They are not a summer recreation program or other programs or services that are not required to ensure the provision of a free, appropriate public education (FAPE) to a student — even if they provide some educational benefit.

Who decides if a student with a disability receives ESY services?

Every student with a disability, who qualifies for special education, has an Individualized Education Program (IEP). It describes the programs and services necessary for FAPE. This plan is written at a meeting of the IEP team, which is made up of the student's parents, teachers, and other educational professionals. One of the issues discussed and decided upon at the IEP meeting is whether or not the student needs ESY services as part of the special education program. ESY must be considered each year for every child with a disability at the IEP meeting, not just for students with certain categories of disability or those with severe disabilities. For a step-by-step process for making ESY decisions, see *Extended School Year: A Guide for IEP Teams*, on page 11.

When will the ESY decision be made?

ESY decisions are made at the IEP meeting. There is guidance from the Pennsylvania Department of Education regarding students who are identified as severely disabled — mentally, physically or emotionally. Decisions about ESY for this target group of students need to be made by February 28 of each year, in order to be sure that parents have sufficient time to exercise their procedural safeguards rights, if necessary. This means that the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) concerning the school district's, intermediate unit's, or charter school's recommendation regarding eligibility for ESY can be issued no later than March 31, in order to give parents enough time to raise concerns.

The federal court decision in *Armstrong v. Kline* established the mandate in Pennsylvania for ESY programming for children with any type or severity of disability who meet the court's eligibility standard. According to court guidelines, each LEA must consider ESY programming for students in the Armstrong target group at the time of the annual review of the IEPs. The target group consists of those students with severe emotional disturbances, autism, moderate and severe levels of intellectual disability, or multiple disabilities.

For purposes of ESY eligibility determination, the IEP review meeting is to occur no later than February 28 of each school year for these students. Notice of the team's determination (NOREP/PWN) is to be issued to the parent no later than March 31 of the school year. These timelines offer a way to comply with guidance in the federal regulations that states that public agencies should make determination of need in a timely manner so that a student with a disability who requires

ESY services in order to receive FAPE can obtain the necessary services (Fed. Reg., Vol. 64, No. 48, Attachment 1, p. 12576). An eligibility determination would be considered timely if there were sufficient time for the parent to appeal a denial of ESY services before the break in services occurs.

ESY determinations for students who are not in the target group are not subject to the above timelines, but must still be made as soon as possible in accordance with the timelines in Chapters 14 and 711. If the parents of those non-target group students disagree with the LEA's recommendation, the parents will be afforded due process.

In considering the need for ESY services, the IEP team may decide to postpone a decision until a later date. In such circumstances, the LEA must ensure that the team reconvenes within a timely manner, as above.

What is the ESY decision based on?

The IEP team makes its decision about providing ESY services by looking at information about the student's performance that has been gathered all year. Some of this information measures student achievement before and after breaks from school. The team can also gather information from teachers' and parents' observations of the student's behavior and skills before and after breaks. Medical or other agency reports can also be accessed. The team needs to look at these seven factors:

- Will the student regress (revert to a lower level of functioning) in skills or behaviors as a result of an interruption in educational programming?
- Will the student take a long time to recoup (recover) the skills or behavior patterns that were lost during a break in educational programming?
- Will a pattern of difficulties with regression and recoupment make it unlikely that a student will maintain the skills and behaviors relevant to IEP goals and objectives?
- Will a lapse in services substantially reduce a student's chances of ever learning a critical life skill or behavior related to the IEP?
- Is the student at a crucial stage in mastering a life skill that is related to the IEP goals of self-sufficiency and independence from caregivers?
- Will successive interruptions in educational programming result in the student's withdrawal from learning?
- Does the student have a severe disability such as autism/pervasive developmental disorder, a serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement, or severe multiple disabilities?

There are seven factors, and no single factor can be used to determine eligibility for ESY services. The IEP team must consider all seven factors when determining eligibility. The student may be eligible by meeting just one of the criteria, but all seven factors must be considered by the IEP team.

Which services will be provided during the Extended School Year?

The IEP team will determine which services and how much of these services will be provided during the extended school year. The team may decide that the student will continue all the services received during the regular school year, or it may decide that the student will only receive a portion of services or one specific service. This decision is based on the needs of each student.

Where will ESY be provided?

The IEP team determines where ESY will be provided. It can be provided at many different places, like in school or at a job site. It is always provided in the least restrictive environment (LRE) that is appropriate for the student. This means that the student with disabilities is placed in a situation that allows opportunities to be with students who are not disabled. However, the school district, IU, or charter school is not required to assemble nondisabled students just to make the ESY environment less restrictive. ESY services can be provided in a noneducational setting if the IEP team determines that the student can receive appropriate ESY services in that setting.

Is there a charge for ESY services?

No. ESY services are provided in order that the student receives a free appropriate public education. Therefore, ESY services, including required special education and related services such as occupational therapy, physical therapy, or transportation, must be provided at no cost to the parent.

If an LEA elects to provide ESY services in a nontraditional setting such as a community recreation program, the parent could be assessed a fee for the “recreational portion” of a program that is not required for provision of FAPE, consistent with the fee charged to the parent of any child in the program. However, an LEA would have to exercise caution that other service delivery options to provide ESY services are available for those parents who are unable or unwilling to assume the costs of the recreational program.

What happens if parents and the IEP team do not agree about ESY services?

If parents and the school entity do not agree about ESY services and cannot resolve their differences in the IEP meeting, a notice (NOREP/PWN) will be sent to the parents explaining the IEP team’s decision. If parents still disagree, they can ask for another IEP meeting, request free mediation services, or request a due process hearing. Mediation services use a neutral, specially-trained mediator who meets with both parties and helps them reach an agreement. A due process hearing is held before an impartial hearing officer who listens to both sides and then makes a written decision. If the parent requests mediation or a due process hearing, the pendency provisions of state and federal law apply, and there should be no change in ESY eligibility or program, unless agreed to by the parties, pending completion of due process proceedings. More information about parents’ rights and due process is provided in the Procedural Safeguards Notice that is distributed with the NOREP/PWN.

For more information about ESY contact:

- Special Education ConsultLine — 800-879-2301 (V/TTY)
- Parent Education and Advocacy Leadership Center — 866-950-1040 (V/TTY)
- Your local school district
- Your local intermediate unit

Extended School Year Programs: A Guide for IEP Teams

Purpose

When a student requires additional time beyond the school year to benefit from the special education program described in the Individualized Education Program (IEP), Extended School Year (ESY) services may be necessary. This document provides guidance to IEP teams as they gather data and then make data-based decisions regarding the need for ESY programs for each child with a disability. The guide includes a recommended sequence of steps for IEP teams to follow, as well as an “ESY Checklist” to be used to gather information. While this guide provides suggested approaches, it is not mandated that an LEA adopt this particular approach. LEAs may have alternative systems in place that they can continue to use, as long as they conform with requirements.

Introduction

All students with disabilities, who qualify for special education services, must be considered for ESY eligibility at each IEP meeting. The type, amount, duration or location of those services may not be predetermined or limited based on category of disability or severity of disability.

The basic steps in the ESY decision-making process are:

- Step 1:** Gather information regarding student progress (especially after breaks in the school schedule).
- Step 2:** Make the determination regarding ESY eligibility at an IEP team meeting.
- Step 3:** Document the ESY determination on the IEP.
- Step 4:** Issue the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN), if appropriate.

Specific timelines are required for a Target Group of students, identified in the Pennsylvania ESY lawsuit *Armstrong v. Kline* as students with severe disabilities such as autism, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities. IEP meetings for this target group must occur no later than February 28 of each school year. For students in this target group, the NOREP/PWN containing the ESY decision is to be issued to parents no later than March 31. Timelines for other students must allow for parents to have sufficient opportunity to exercise due process rights if they disagree with the IEP team recommendation for ESY.

The ESY Decision-Making Process

Step 1: Gather information

The first step in the ESY decision-making process is to gather the information that will be used by the IEP team to make the ESY eligibility decision. Reliable sources of information may include:

- Progress toward goals on consecutive IEPs
- Progress reports maintained by educators, therapists, and others having direct contact with the student before and after interruptions in education
- Medical or other agency reports indicating degenerative-type difficulties, which increase or become more extreme during breaks in educational services
- Observations and opinions by educators, parents and others
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures
- Data collected while monitoring student progress

Information on a student's progress on IEP goals and objectives should be collected all year long, especially just before and just after interruptions in educational programming. This information should also be reported to parents as part of the progress-reporting requirement.

Data for the ESY determination need to provide information about the 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.

***Example:** Before winter break, John knew his times tables up to 5's. After break, he could only recite 2's and 3's. It took him 20 school days to relearn 4's and 5's.*

***Data gathered:** Progress monitoring reports on skill levels before and after breaks. Information on how long it takes for a student to relearn what was lost. Results of tests given before and after breaks.*

- **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. The student would have to relearn all the necessary steps for mastery from the beginning.

***Example:** Philip is learning how to dress himself. He has learned all the steps except for the final step of fastening his shirt. It has taken him all year and innumerable repetitions to learn the process up to this point. His IEP meeting is this week. It is unlikely that Phil will learn the last step and have enough time to perform an adequate amount of repetitions to master this skill before the end of the school year.*

***Data gathered:** Progress monitoring information regarding his dressing goal. Tallies of repetitions necessary for mastery.*

- **Self-sufficiency and independence** — Which skills are necessary for students to gain appropriate levels of self-sufficiency and independence so they are not dependent on a caregiver for basic needs? How do breaks in educational programming affect the mastery of such skills? How much regression occurs and what is the recoupment rate?

Example: *In September, Serena was unable to make requests of any kind. Goals were implemented to address the initiation of requests for bathroom breaks, calming breaks, and/or snacks both in school and in Serena's work experience. In December, Serena made unprompted requests 30 percent of the time and prompted ones 70 percent of the time. Following Christmas break, Serena did not return to these levels until late February.*

Data gathered: *Progress monitoring information from both settings.*

- **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

Example: *Jim is a student with multiple disabilities. His teachers and therapists have been working with Jim on toileting skills, from scheduled visits to the bathroom to self-initiated visits. During the spring break, Jim was self-initiating the need to go to the bathroom 50 percent of the time. After the break he regressed to 20 percent of the time.*

Data gathered: *Progress monitoring data on his toileting goals and objectives. Observational data on a checklist used by his teacher and his family.*

- **Severity of disability** — Is the student's disability severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement or severe multiple disabilities?

Example: *Jane has been identified as a student with autism and participates in an autistic support classroom. One of her goals is to learn to transition among daily routines. Progress monitoring data were collected before and after the holiday break. Jane lost 25 percent of her acquired skills.*

Data gathered: *Information on Jane's diagnosis and its severity can be found in her Evaluation Report. Other information that indicates her level of functioning can be found in reports from her therapists and observations from parents. Progress monitoring data were used to make the determination of how much time Jane needed to recoup after a break.*

An "ESY Checklist" can be found on page 18. It is intended as a tool for collecting data for Step 1 and is not a required component of the IEP process.

Step 2: Make the determination regarding ESY eligibility

The ESY eligibility determination will be made by the IEP team at the IEP meeting. The following statements can provide guidance in making a decision:

- If after reviewing the factors listed above the IEP team considers it unlikely that the student will attain or maintain skills and behaviors relevant to IEP goals and objectives, the student is eligible for ESY services.
- If a child's IEP team determines, on an individual basis, that ESY services are necessary for the provision of a free appropriate public education (FAPE) as outlined in the IEP, then the child is eligible.
- The IEP team will **not** consider the desire or need for any of the following as the basis for needing ESY services:
 - Day care or respite care services
 - A summer recreation program
 - Other programs or services which, while they may provide educational benefit, are not required to ensure the provision of FAPE

Step 3: Document the determination on the IEP (see Figures 1, 2, and 3 on the following pages)

Step 4: Issue the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN), if appropriate

The local education agency (LEA) informs parents concerning ESY eligibility or ineligibility by issuing the NOREP/PWN. The NOREP/PWN only needs to be issued if the LEA is:

- Proposing to add ESY services to an IEP that previously did not have it
- Proposing to delete the provision of ESY services from an IEP
- Refusing to initiate the provision of ESY services requested by the parent
- Proposing or refusing to change the provision of the ESY program

Figure 1. The decision regarding the need for ESY services is documented on the IEP format. Following is the ESY section as it appears on the IEP:

VI. SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS:

E. EXTENDED SCHOOL YEAR (ESY): The IEP Team has considered and discussed ESY services, and determined that:

☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

OR

☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short-term Objectives from this IEP that are to be addressed in the student's ESY Program are:

If the IEP team has determined ESY is appropriate, complete the following.

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration

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Figure 2. If a student has been found eligible for ESY, this section may say:

E. EXTENDED SCHOOL YEAR: The IEP Team has considered and discussed ESY services, and determined that:

- ☒ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:
progress monitoring data on communication and articulation goals
- OR
- ☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals, when appropriate, Short-term Objectives from this IEP that are to be addressed in the student's ESY Program are:

communication goal

articulation goal (speech and language)

If the IEP team has determined ESY is appropriate, complete the following.

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration
special education teacher	George Washington Elementary (neighborhood school)	three times/week	July 5, 2022	4 weeks
speech clinician	George Washington Elementary	two times/week	July 5, 2022	4 weeks

Figure 3. If a student has not been found eligible for ESY, this section may say:

E. EXTENDED SCHOOL YEAR: The IEP Team has considered and discussed ESY services, and determined that:

- ☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

- OR
- ☒ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals, when appropriate, Short-term Objectives from this IEP that are to be addressed in the student's ESY Program are:

progress monitoring data does not indicate regression/recoupment or mastery issues

If the IEP team has determined ESY is appropriate, complete the following.

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration

The ESY Checklist on the following pages can be removed from this packet and reproduced for use with individual students.

*If the answer selected is **bolded**, it is an indication of possible eligibility for ESY services.
There is no minimum score for a student to qualify for ESY.*

ESY Checklist

Student's Name _____

Data Collector's Name _____

1. Did the student receive ESY services in the past? [Review previous IEPs, section IV. (D.)]

_____ **Yes** _____ No Dates: _____

Progress on goals and consecutive IEPs

2. Do the present education levels between the student's current IEP and previous IEPs indicate progress toward goals? [Review the last and current IEPs, section II]

_____ Yes _____ **No**

3. Do the goals and short-term objectives between the student's current IEP and previous IEPs indicate progress toward the goals? [Review the last and current IEPs, section V]

_____ Yes _____ **No**

4. Did the student master any of his/her goals from the previous or current IEP?
[Review the last and current IEPs, section V]

_____ Yes _____ **No**

5. Does the student's IEP progress report indicate progress made on current goals and objectives?
[Review the current IEP, section V, or other appropriate documentation]

_____ Yes _____ **No**

6. Has the student demonstrated self-sufficiency and independence from caretakers on any of his/her goals, if appropriate? [Review the current IEP, section V]

_____ Yes _____ **No** _____ Not Applicable

Progress reports maintained by therapists

7. If the student received therapy, do reports of the therapist indicate the student made progress? [Consult with therapist(s) involved and check cumulative record file for reports.]
☐ **Yes** ☐ No ☐ Not Applicable

Reports by parents

8. Are there any reports by the parent(s) regarding negative changes in adaptive behaviors or in other skill areas? [Check files for letters or notes, assignment book, parent comment section of report cards, etc.]
☐ **Yes** ☐ No

Medical reports

9. Are there any medical or other agency reports indicating degenerative-type difficulties which increase or become more extreme during breaks in educational services? [Consult nurse and check cumulative folder]
☐ **Yes** ☐ No

Observation and opinions of educators

10. Has information from other school staff who work with this student been provided regarding the relevant factors (i.e., regression/recoupment, mastery, self-sufficiency, or successive interruption) that indicates any concerns in one or more of these areas? [Check report card comments, interview staff]
☐ **Yes** [information indicates concern]
☐ No [information indicates no concerns]
☐ Not Applicable [no information provided]
11. Is there data indicating that successive interruptions in educational programming (e.g., winter break, summer vacation, etc.) resulted in a consistent pattern of withdrawal from the learning process? [Check baseline data, anecdotal records or interview staff]
☐ **Yes** ☐ No

Results of tests

12. Do the student's grades and report card indicate progress? [Check grade book, report cards, interview other staff]
☐ Yes ☐ **No**
13. Do results of tests such as criterion-referenced tests, curriculum-based assessments, ecological life-skills assessments, or other equivalent measures (e.g., portfolio assessment, end of unit tests, etc.) indicate progress? [Check report cards, cumulative folders, and other staff]
☐ Yes ☐ **No**

Determining an Individual Student's Need for Extended School Year Services: Q and A

This Q and A was developed as a technical assistance document to support the implementation of Extended School Year (ESY) services. The Basic Education Circular (BEC) 22 Pa. Code §14.132 "Extended School Year Eligibility" should be viewed as the primary source of information for determining ESY services. For the most recent BEC, visit the PDE website at www.education.pa.gov – go to View, Basic Education Circulars.

Determination of Eligibility

1. Who is eligible for ESY services?

Potentially, any student with a disability is eligible for ESY services and must be considered for ESY eligibility at each IEP team meeting. This annual consideration also applies to students who are attending Approved Private Schools (APS) or other such facilities. APSs must share necessary information with the responsible LEA so the IEP team can make a timely decision. Students who will regress and fail to recoup such that free appropriate public education (FAPE) will be denied unless ESY is provided will be determined to be eligible for ESY services. Eligibility for ESY services and/or the type, amount, duration or location of services cannot be limited based on the category or the degree of the child's disability.

2. Must a district provide ESY services to students who have been enrolled in private schools by the district in order to provide FAPE?

Yes. When a student is placed in a private school or agency setting by the LEA through a contractual agreement as the appropriate placement for provision of special education and related services, that student retains all the rights of a child with a disability who is served by a public agency [34 CFR §300.146(c) *Responsibility of State Educational Agency (SEA)*]. If the IEP team determines that ESY services are appropriate, services must be provided.

3. Must an LEA provide ESY services to parentally placed private school students?

No. For students who have been placed in private schools by their parents, the policy is the same as that during the school year. There is no individual entitlement to services.

Following the established formula in the IDEA, each IDEA-B subgrantee (in Pennsylvania intermediate units) must expend a proportional amount of their federal Part B subgrants for the provision of services to parentally placed students with disabilities enrolled in private schools. The implementing regulations at 34 CFR §300.137(b)(1) *Equitable Services determined* require that subgrantees consult with representatives of private school children with disabilities to discuss the provision of services. The results of this consultation must include:

- Determination of which students will receive services
- What services will be provided

- How and where services will be provided
- How and when services will be evaluated

Services are to be provided in accordance with the decision made by the subgrantee and input from the private schools. A subgrantee may choose to provide ESY to some parentally placed private school students, but there is no obligation to do so. Refer to BEC §300.403 "Special Education Services to Nonpublic School Students" for additional information.

4. How is FAPE defined in reference to ESY services?

When considering an individual child's need for ESY services, the IEP team must remember that the question is not whether FAPE is being provided in the ESY program, but whether ESY services are necessary in order for the child to receive FAPE.

There is no special definition of FAPE in reference to ESY. However, FAPE is defined in federal regulations at 34 CFR §300.17 *Free appropriate public education* as: "...special education and related services that:

- Are provided at public expense, under public supervision and direction, and without charge;
- Meet the standards of the State Education Agency, including the requirements of this part;
- Include an appropriate preschool, elementary school, or secondary school education in the State that is involved; and
- Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320-300.324."

The implementing regulations at 34 CFR §300.101(a) *Free appropriate public education* require that "a free appropriate public education must be available to all children residing in the State." FAPE requires the provision of special education and related services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP. FAPE must be made available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade. The fact that a student has made progress toward annual goals or has met annual goals during the school year also does not exclude a student from receiving ESY services.

5. What criteria should be used in determining ESY services?

No single criterion has been identified as the determining factor for ESY services. Decisions of eligibility for ESY services remain an IEP team decision and are not limited by a formula or single measure. The IEP team must consider these seven factors:

- Regression
- Recoupment
- Whether student's regression and recoupment make it unlikely that the student will maintain skills and behaviors relevant to IEP goals and objectives

- The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted
- The extent to which a skill or behavior is crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers
- The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process
- Whether the disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities

The student may be eligible by meeting just one of the factors, but all seven factors must be considered by the IEP team.

6. What criteria are inappropriate for determining ESY services?

ESY services are required for those students with disabilities who require these services in order to receive FAPE. The need for ESY is **not** to be based on the need or desire for:

- Child care
- Respite care
- A summer recreation program
- Other programs or services which, while they may provide educational benefit, are not required to ensure the provision of FAPE

7. What information should be used to determine ESY eligibility?

The consideration of both formal and informal evaluations, as well as documentation of individual student performance, are valuable in assisting an IEP team in determining need and extent of ESY services for a student. Reliable sources of information may include the following:

- Progress on goals in consecutive IEPs
- Progress reports maintained by educators, therapists and others having direct contact with the students before and after interruptions in the education program
- Reports by parents of negative changes in adaptive behaviors or on other skill areas
- Medical or other agency reports indicating degenerative-type difficulties, which increase or become more extreme during breaks in educational services
- Observations and opinions by educators, parents and others
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures

8. Are there federal definitions of criteria for the terms “regression” and “recoupment”?

No. According to the comments and discussion of 34 CFR §300.106 *Extended school year services*, the definition of the terms “regression” and “recoupment” is at the discretion of state education agencies. Chapters 14 and 711 define these terms in this way:

- **Regression** — whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors that occurs as a result of an interruption in educational programming
- **Recoupment** — whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming

9. Does the IDEA include specific questions that must be addressed when considering a student's need for ESY services?

No. As previously noted, potentially any student with a disability may need ESY services. However, there is no quantifiable standard in statute or case law that is applicable to all students. It is ultimately a team decision based on the specific needs of an individual student and on the likelihood of that student receiving FAPE in the absence of ESY services.

The following guiding questions may be useful to making a determination:

- Did the student receive ESY services in the past?
- Do the present education levels between the student's current IEP and previous IEPs indicate progress toward the goals?
- Do the goals and objectives between the student's current IEP and previous IEPs indicate progress toward the goals?
- Did the student master any of his/her goals from the previous or current IEP?
- Does the student's IEP progress report indicate progress made on current goals and objectives?
- Has the student demonstrated self-sufficiency and independence from caretakers on any of his/her goals, if appropriate?
- If the student received therapy, do the therapist's reports indicate that the student made progress?
- Are there any reports by the parents regarding positive or negative changes in adaptive behaviors or in other skill areas?
- Are there any medical records addressing medical conditions that warrant concern (e.g., medications, seizures, substance abuse)?
- Has information from other school staff who work with this student been provided regarding the relevant factors (i.e., regression/recoupment, mastery, self-sufficiency, motivation and trust, or the student's progress)?
- Is there data indicating that successive interruptions in educational programming (e.g., winter break, summer vacation) resulted in a consistent pattern of withdrawal from the learning process (i.e., a lack of motivation)?

- Do the student's grades and report card indicate progress?
- Do results of tests such as criterion-referenced tests, curriculum-based assessments, ecological life skills assessments; other assessments (e.g., portfolio assessment, end of unit tests) indicate progress?

10. Are related services and transportation to be considered along with special education services when determining need for ESY services?

Yes. In its *Letter to Baugh*, 211 IDELR 481 (OSERS, August 12, 1987), the U.S. Department of Education, Office of Special Education Programs (OSEP), stated the following pertaining to the obligation of school districts to provide related services including transportation and therapy services to students who are in need of and receiving such services during the school year: "...to the extent that the extended placement differs from the regular school placement, the need for related services may also differ in the extended school year placement." The IEP team is to consider all the needs of the student when determining need for ESY services. If a student requires transportation to benefit from ESY services, then transportation must be provided.

11. Must ESY determination be documented in the NOREP/PWN?

If the IEP team determines that a student is eligible for ESY services and that eligibility is a change in the provision of FAPE for the student, the determination is documented in the IEP and the NOREP/PWN is issued to the parents. If the IEP team determines that the student is not eligible for ESY services, and this determination is not a change in FAPE, the decision is documented on the IEP. If the parent requests ESY services but the IEP team does not see the provision of the requested ESY services as necessary for the provision of FAPE, the LEA documents its refusal on the NOREP/PWN.

12. Is it possible for a student to receive only related service(s) during the ESY period?

Yes. The purpose of ESY services is to ensure the provision of FAPE. The IEP team reviews the student's progress on the IEP as a whole, utilizing a variety of criteria. Special education, related services, or both, may be deemed necessary. The determination of the appropriate related services is based on the IEP team's determination of what is needed to ensure the provision of FAPE during the entire year. In some cases, related services may be provided in the absence of specially designed instruction for the ESY period. Examples include the provision of physical therapy to prevent substantial regression of motor skills, or orientation and mobility services in home, school, or community settings. See *Letter to Baugh*, 1987.

Service Delivery Models

13. Is there more than one type of service delivery model that can be considered?

Yes. The IEP team must determine the appropriate service delivery model based on the needs of the individual student. However, LEAs are not required to create new programs merely to provide ESY services in integrated settings if they do not provide services at that time for nondisabled children. Some common delivery models include the following:

- "Take-home" instructional materials
- Behavioral or other training for parents or program staff
- Itinerant teacher services
- Consultation
- Tutorials
- Services contracted through community or outside agencies or APSs

14. May the LEA unilaterally limit the ESY service's type, amount and/or duration?

No. Federal regulations at 34 CFR §300.106(a)(3) state that, "an LEA...may not unilaterally limit the type, amount, or duration of [ESY] services." OSEP has issued a policy letter stating that limiting the duration of summer services for students with disabilities "...would violate the basic requirement that programs be designed to meet the individual needs of each child" (*Letter to Baugh*, 1987). Any predetermination or set policy on the amount of time ESY will be provided is contrary to the regulations. Individual determinations of the number of weeks, days per week, and minutes per day must be based on each student's unique needs.

15. ESY services are often provided during summer vacation. Is this the only time these services can be provided?

No. If the IEP team determines that the student needs ESY services beyond the LEA's established 180-day school year, then a plan must be developed to provide the needed services. The comments section referencing 34 CFR §300.106 states "there is nothing in §300.106 that would limit the public agency from providing ESY services to a child with a disability during times other than the summer such as before and after school hours or during school vacations, if the IEP Team determines that the child requires ESY services during those time periods in order to receive FAPE." (*Fed. Reg. Vol. 71, No.156, p. 46582*). This may include services beyond summer school periods or even breaks shorter than summer, if evidence suggests this is necessary. The IEP team must determine the content and time period of the ESY services, based on individual student need.

IEP Requirements

16. How are ESY services to be described on the IEP?

ESY services need to be described in such a manner that all parties to the IEP process are clear about the services to be provided. Although it is not necessary to complete a new IEP form for ESY services, it is necessary to document the goals and short-term objectives (when appropriate) to be addressed during ESY services, including a description of the program, dates and anticipated duration, frequency and location of the educational program. "Location" for the purposes of documentation on an IEP means the type of setting in which services will be delivered (e.g., physical therapy suite, job site in the community, special education classroom).

17. Must separate IEP goals, including benchmarks or short-term objectives, other than those from the regular school year be developed for ESY?

No. However, the goals for ESY services should be specific to the needs of the student during that period when services are to be provided. It may be that not all goals and short-term objectives or benchmarks from the regular school year are pertinent for the individual student's ESY needs; this should be evident on the IEP. It is unanticipated that skills or related services that were not previously addressed on the student's IEP would be identified for ESY services. Typically, the goals, including benchmarks and short-term objectives, addressed through ESY services, will be an extension of those on the current-year IEP. In some instances, however, new goals may be necessary to ensure that appropriate services are provided during the ESY period.

18. Are additional reports to parents on progress during the duration of services for ESY required?

If ESY services are being delivered through a summer school model and nondisabled students attending summer school receive progress reports, then students receiving ESY services at this time should do so as well. In circumstances when a progress report is not required, an LEA may choose to provide information on the student's progress to parents for use in future IEP team decisions concerning ESY.

References

State Board of Education Regulations

22 Pa. Code Section 14.132

22 Pa. Code Section 711.44

Basic Education Circulars

(For the most recent BECs, visit the PDE website at www.education.pa.gov and select Basic Education Circulars (BECs).

BEC 22 Pa. Code §14.132 "Extended School Year Eligibility"

BEC 34 CFR §300.450 "Special Education Services to Nonpublic School Students"

Federal Statutes

20 U.S.C. Section 1400 et. seq., (IDEA)

Federal Regulations

34 CFR. Part 300

Other

Armstrong v. Kline, 476 F. Supp. 538 (E.D. Pa. 1979)

Letter to Baugh, [211 IDELR 481] (OSERS, August 12, 1987)

Commonwealth of Pennsylvania

Josh Shapiro, Governor



Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)	Guest	Recording Disclaimer Response	In Waiting Room
Rachel Yevel	rachell@cciu.org	4/15/2024 7:48	4/15/2024 8:30	43	No	No Response	No
Matthew Kinsch		4/15/2024 7:48	4/15/2024 8:00	12	Yes	No Response	Yes
Aubree Furrer		4/15/2024 7:57	4/15/2024 8:00	3	Yes	No Response	Yes
Steven Harris		4/15/2024 7:57	4/15/2024 8:00	3	Yes	No Response	Yes
Caroline Wagner		4/15/2024 7:58	4/15/2024 8:00	2	Yes	No Response	Yes
Matthew Kinsch		4/15/2024 8:00	4/15/2024 8:30	31	Yes	OK	No
Caroline Wagner		4/15/2024 8:00	4/15/2024 8:30	31	Yes	OK	No
Shawn McCreary		4/15/2024 8:00	4/15/2024 8:00	1	Yes	No Response	Yes
Aubree Furrer		4/15/2024 8:00	4/15/2024 8:30	31	Yes	OK	No
Steven Harris		4/15/2024 8:00	4/15/2024 8:30	31	Yes	OK	No
Shawn McCreary		4/15/2024 8:00	4/15/2024 8:30	30	Yes	OK	No
jpalaia		4/15/2024 8:01	4/15/2024 8:01	1	Yes	No Response	Yes
jpalaia		4/15/2024 8:01	4/15/2024 8:30	29	Yes	No Response	No
Krista Low		4/15/2024 8:06	4/15/2024 8:06	1	Yes	No Response	Yes
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jfecik		4/15/2024 8:07	4/15/2024 8:30	24	Yes	OK	No