COMMONWEALTH CHARTER ACADEMY CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name
Commonwealth Charter Academy CS

AUN
115220002

Address 1
One Innovation Way

Address 2

City
Harrisburg

State
PA

Zip Code
17110

Chief Administrator Name
Mr Thomas Longenecker

Chief Administrator Email
Tlongenecker@ccaeducate.me

Chief Administrator Phone
(717) 710-3313

Extension

Charter School Principal

Principal Name
James Alex

Principal Email
jalex@ccaeducate.me

Principal Phone
717-710-3300

Extension
11181

Principal Name
Destiny Day

Principal Email
dday@ccaeducate.me

Principal Phone
412-530-1340

Extension
23162

Principal Name
Ross Hopple

Principal Email
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Principal Phone
717-710-3300

Extension
11118

Principal Name
Kyle Chuff

Principal Email
kchuff@ccaeducate.me

Principal Phone
570-483-2830

Extension
15132

Principal Name
Kelly Musser

Principal Email
kmusser@ccaeducate.me

Principal Phone
717-710-3300

Extension
11357

Principal Name
Kenneth Edwards

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kedwards@ccaeducate.me

Principal Phone
717-710-3300

Extension
11259

Principal Name
Noelle Griffiths

Principal Email
ngriffiths@ccaeducate.me

Principal Phone
570-483-2830

Extension
15148

Principal Name
Celeste Beard-Ward

Principal Email
cbeardward@ccaeducate.me

Principal Phone
717-710-3300

Extension
11219

Principal Name
Samantha Johnson

Principal Email
sjjohnson@ccaeducate.me

Principal Phone
717-710-3300

Extension

11213

Principal Name
Shayna Chuff

Principal Email
schuff@ccaeducate.me

Principal Phone
570-483-2830

Extension
15133

Principal Name
George McCoy

Principal Email
gmccoy@ccaeducate.me

Principal Phone
724-473-3977

Extension
27187

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)
CCA Charter School Annual Report - Wellness Check Summary_be4ae267.pdf

Upload Current Charter (PDF only)

110802 Charter Renewal letter.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Jeffrey Piccola		
Joseph Curcillo		
Rob Barr		
Lil Jackson		
Donald J Yoder Jr		**(CHECKED)**
Paula Aguilar		**(CHECKED)**
Marcus Hite		
Jeff Haste		

Explanation of Board of Trustees Changes

In the 2024-25 school year, two board members stepped down from their positions: Jeff Haste resigned from the board on November 14, 2024; Marcus Hite resigned on February 12, 2025. Two new board members were appointed in the 2024-25 school year: Donald Yoder was appointed on August 14, 2024; Paula Aguilar was appointed on April 9, 2025.

Upload the Act 55 training certificates for all Board Members (pdf only)

P. Aguilar CCA Certification of Completion.pdf

2024 Joe Curcillo Act 55 Board Training Certificate.pdf

Jeff Piccola CCA Certification of Completion - Advanced.pdf

Rob Barr CCA Certification of Completion - Advanced.pdf

Donald Yoder.pdf

Lil Jackson CCA Certification of Completion - Advanced.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
1 Innovation Way, Harrisburg, PA 17110	2024-08-14	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-09-14	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-10-09	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-11-13	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2025-01-15	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2025-02-12	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2025-04-09	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2025-05-14	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2025-06-11	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2025-06-27	8:00 a.m.

Upload Board Minutes

250115 Board Approved Mins.pdf

240814 Board Approved Mins.pdf

250409 Board Approved Mins.pdf

240914 Board Approved Mins.pdf

250514 Board Approved Mins.pdf

241113 Board Approved Mins.pdf

250212 Board Approved Mins.pdf

241009 Board Approved Mins.pdf

Leadership Team

Name	Title/Position	Check if New Member
Thomas D. Longenecker	Chief Administrator	
Roberto T. Datorre	Other	
Danielle Mariano	Other	
Faith Russo	Fiscal Management Officer	
Natasha Shane	Other	
Joanna Shelley	Other	

Bryon Klingel	Other	
Tim Eller	Other	
Christy Sink	Human Resource Officer	
Robert Schultz	Chief Academic Officer	
Michelle Orcutt	Director of Special Education	
Norman Miller	Other	
Nicole Smith	Other	
Andrea Azzalina	Other	

Explanation of Leadership Changes

A reorganization of the leadership structure allows us to remove individuals who were included in earlier reports.

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

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	1	0	0	0	1	9
Principal	11	11	0	0	1	12
Assistant Principal	68	67	5	7	3	70
Classroom Teacher (including Master Teachers)	1439	1370	9	12	30	1570
Specialty Teacher (including Master Teachers)	96	86	1	0	0	56
Special Education Teacher (including Master Teachers)	461	448	1	6	21	525
Special Education Coordinator	31	31	4	1	2	32
Counselor	50	50	0	2	0	56

Psychologist	9	9	0	0	2	14
School Nurse	3	3	0	0	0	3
IT Director	2	0	0	0	0	2
Business Administrator	2	0	0	0	0	2
ISD, Curriculum Developers, Tech Support	66	66	5	29	2	76
HR Manager	1	0	0	0	0	1
Student Support Manager, Facilities Manager	4	0	0	0	0	4
Business Office, Administrative Support Staff, Teaching Assistants	139	0	2	1	8	132
Other	183	0	12	7	9	184
Totals	2567	2142	39	65	79	2749

Explanation of Substantial Differences

*Staffing numbers continue to increase due to a projected increase in student enrollment. *Chief Administrative Officer: A restructuring occurred during the 24-25 school year, which resulted in the addition of 8 Chief Administrative Officer positions to the organization. *Other Includes CCA Works Programs, School Improvement, Student Services, Social Work, Outreach, Family Services, English Language Specialists, Quality and Compliance, Facilities, Human Resources, and Career Readiness. As well as, all Vice Provosts, Vice Presidents, and Directors not otherwise accounted for.

Fiscal Matters

Major Fundraising Activities

Amazon Smile and Box Tops

Fiscal Solvency Policies

See attached (CCA FS 6.30.24 Final.pdf) Pages 21 - 35 ("Note 1 - Summary of Significant Accounting Policies).

Accounting System

There has been no change in the accounting system during the 24/25 school year. CCA has continued to utilize the Powerschool eFinancePLUS accounting and payroll modules for fiscal accounting and reporting since the 19/20 school year.

Preliminary Statements of Revenues, Expenditures & Fund Balances

24-25 Preliminary Stmt of Rev, Exp, and FB.xlsxCCA FS 6.30.24 Final.pdf

Upload Statements of Revenues, Expenditures & Fund Balances
24-25 Preliminary Stmt of Rev, Exp, and FB.pdf

CCA FS 6.30.24 Final.pdf

Financial Audit Basics

Audit Firm
Herbein CPAS + Advisors

Date of Last Audit
2024-06-30

Fiscal Year Last Audited
2023-2024

Explanation of the Report

Financial and Compliance Report (Year Ended June 30, 2024)

Upload Financial Audit Document(s)

CCA FS 6.30.24 Final.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
No financial audit citations.	No financial audit citations.

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
Special Education Teacher	CCA	36	5	11
Special Education Teacher	CCA	37	5	11
Special Education Teacher	CCA	37	5	11
Special Education Teacher	CCA	35	5	11
Special Education Teacher	CCA	36	5	11
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Special Education Teacher	CCA	29	14	21

Special Education Teacher	CCA	28	14	21
Special Education Teacher	CCA	29	14	21
Special Education Teacher	CCA	28	14	21
Special Education Teacher	CCA	31	14	21
Special Education Teacher	CCA	29	14	21
Special Education Teacher	CCA	31	14	21
Special Education Teacher	CCA	28	14	21
Special Education Teacher	CCA	28	14	21
Special Education Teacher	CCA	29	14	21
Special Education Teacher	CCA	30	14	21
Special Education Teacher	CCA	29	14	21

Special Education Teacher	CCA	29	14	21
Special Education Teacher	CCA	28	14	21
Special Education Teacher	CCA	29	14	21
Special Education Teacher	CCA	27	14	21
Special Education Teacher	CCA	27	5	11
Special Education Teacher	CCA	1	8	9
Special Education Teacher	CCA	50	5	11
Special Education Teacher	CCA	6	8	11
Special Education Teacher	CCA	52	5	11
Special Education Teacher	CCA	50	5	11
Special Education Teacher	CCA	50	5	11
Special Education Teacher	CCA	48	5	11

Special Education Teacher	CCA	53	5	11
Special Education Teacher	CCA	50	5	11
Special Education Teacher	CCA	7	5	10
Special Education Teacher	CCA	7	6	11
Special Education Teacher	CCA	39	11	14
Special Education Teacher	CCA	36	11	14
Special Education Teacher	CCA	5	11	14
Special Education Teacher	CCA	23	14	21
Special Education Teacher	CCA	5	14	21
Special Education Teacher	CCA	3	14	21

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
A Total Approach, Inc	.63	Outside Contractor	2
ABA Consultants, LLC	39.11	Outside Contractor	9
ABA Support Services, LLC	29.63	Outside Contractor	4
Abington Services	.25	Outside Contractor	1
ABIT Consulting Group	37.61	Outside Contractor	8
Achievable Outcomes Therapy	3.84	Outside Contractor	2
Acorn to Oaks	16.22	Outside Contractor	42
AHEDD, Inc.	2.13	Outside Contractor	3
Associated OT, Inc.	.96	Outside Contractor	2
Attain Therapy	304.96	Outside Contractor	364
AXIS Teletherapy	181.66	Outside Contractor	313

Beaver Valley IU 27	6.75	Outside Contractor	1
BedRock Community Service	1.31	Outside Contractor	1
Berks County IU 14	2.42	Outside Contractor	1
Bethlehem Pediatric Therapy Services, LLC	3.65	Outside Contractor	5
Blair Therapies	11.12	Outside Contractor	18
Bowersox & Associates, LLC	177.04	Outside Contractor	419
Camco Physical & Occupational Therapy, LLC	2.48	Outside Contractor	2
Camerell Designs, Inc.	5.34	Outside Contractor	3
Carol Walck and Associates, LTD	2.18	Outside Contractor	1
Central Penn Education Associates, Inc.	32.58	Outside Contractor	123
Central Susquehanna IU 16	.42	Outside Contractor	1

Circle Speech Services	4.44	Outside Contractor	10
Clear Path Pediatric Therapy, LLC	.83	Outside Contractor	2
Compass Health Systems	712.69	Outside Contractor	55
Connected Teletherapy(The Therapy Spot)	2.28	Outside Contractor	5
Connecting the Pieces, LLC	124.27	Outside Contractor	58
Countywide Transportation Services	3.68	Outside Contractor	1
Creative Therapy Solutions	76.93	Outside Contractor	119
DC Therapy	1	Outside Contractor	2
Destiny Kunkel Therapy 10:31	9.46	Outside Contractor	14
Huddle Up	5.13	Outside Contractor	12
Dr. Kirsten Stiffler	2.58	Outside Contractor	10
East End Therapy Services	2.95	Outside Contractor	6

Easter Seals of Southeastern PA	3.42	Outside Contractor	3
Easter Seals Western and Central Pennsylvania	33.38	Outside Contractor	3
Enablr	78.79	Outside Contractor	173
Enspire Consulting Group-Fort Washington, LLC	.5	Outside Contractor	2
Express Yourself Therapeutics	4.42	Outside Contractor	8
Expressive Pathways, LLC	1.3	Outside Contractor	1
Flourish Therapy, LLC	9.15	Outside Contractor	23
Garnet Educational Services	553.43	Outside Contractor	648
Grimm, Elizabeth	1.5	Outside Contractor	2
Groovy Time Speech	10.25	Outside Contractor	14
Grow 2gether	67.97	Outside Contractor	4

GrowNow Therapy Services LLC	2.13	Outside Contractor	1
Gym Jam	2.51	Outside Contractor	4
Happy Talk Speech Therapy	6.99	Outside Contractor	15
Hummingbird ABA Therapy, LLC	25.99	Outside Contractor	3
Journey Center, LLC	448.82	Outside Contractor	20
Just 4 Kids	.81	Outside Contractor	1
K12 Therapy, LLC	213.27	Outside Contractor	16
Kerri (Garbinski) (Stack) Valentine	8.35	Outside Contractor	16
Keystone Sepcialized Therapy Serivces	1	Outside Contractor	2
KidsFirst Therapy	4.12	Outside Contractor	7
Lancaster-Lebanon IU 13	1.15	Outside Contractor	2
Laurie Panther	.13	Outside Contractor	1

Lee,Kathy J, Wilson Instructor	26.24	Outside Contractor	21
Leg Up Farm	12.69	Outside Contractor	31
Lehigh Valley Center for Independent Living	1.53	Outside Contractor	1
LETS Therapy	4.26	Outside Contractor	11
Liberty Therapy Solutions, LLC	175.39	Outside Contractor	12
Living Unlimited, Inc.	14.18	Outside Contractor	6
Luzerne IU 18	22.44	Outside Contractor	5
M3 Music Therapy, LLC	.82	Outside Contractor	1
Maya Coleman	29.98	Outside Contractor	14
Merakey Pennsylvania	.98	Outside Contractor	2
Monica Valor	75.54	Outside Contractor	30

My Philly Speech (was Patricia Scapellati, SLP)	66.87	Outside Contractor	122
Opening Doors Therapy, Inc.	198.73	Outside Contractor	131
OT&Me, LLC	108.3	Outside Contractor	208
OTR, Inc.	3.38	Outside Contractor	3
Paige Weaver	3.19	Outside Contractor	9
Pediatric Therapy Associates	5.06	Outside Contractor	5
Pediatric Therapy Source	22	Outside Contractor	39
Philadelphia Woodworks, LLC	6.1	Outside Contractor	1
Preparing Individuals Today for Tomorrow LLC	171.97	Outside Contractor	24
PresenceLearning, Inc.	547.91	Outside Contractor	927
Riverview IU 06	4.07	Outside Contractor	1
Roberts, Virginia, OT	21.08	Outside Contractor	20

Sandra Giglio, M.Ed.	12.15	Outside Contractor	8
Sayegh Pediatric Therapy Svcs, PC	53.62	Outside Contractor	46
Silver Wolf Productions	3.08	Outside Contractor	1
Smith Speech & Language Services	5.66	Outside Contractor	11
Strategies 4 Success, LLC	90.71	Outside Contractor	10
Sugar Plum Speech	12.98	Outside Contractor	14
Susan Ficken Pediatric Therapy, LLC	.67	Outside Contractor	1
Team Tutor	4.06	Outside Contractor	2
Telemental Health Network*, LLC dba Virtual School Counselor Network	25.49	Outside Contractor	67
TeleVine Therapy (Tara Helwig)	20.6	Outside Contractor	35
The Hope Learning Center, LLC	93.42	Outside Contractor	4

The Speech Spot	38.31	Outside Contractor	74
The Vista School	2.13	Outside Contractor	1
Therapy Bridges, LLC	14.96	Outside Contractor	19
Therapy Source, Inc.	209.09	Outside Contractor	336
Time 2 Talk	1.34	Outside Contractor	1
TNF Logistics	11.85	Outside Contractor	3
Tracy Geist Therapy Services, LLC	5.94	Outside Contractor	4
Tutoring-Works	239.89	Outside Contractor	100
TWFK (Was Therapy Works for Kids LLC)	5.26	Outside Contractor	11
U.S. Healthcare Services, LLC	282.73	Outside Contractor	209
Unstoppable Speech	18.17	Outside Contractor	23
Valley Family Theraputics, LLC	6.7	Outside Contractor	7

Via of the Lehigh Valley	1.09	Outside Contractor	1
Walk N'Roll Pediatrics	10.13	Outside Contractor	15
Westmoreland IU 7	2.03	Outside Contractor	2
Your Speech Path	1.27	Outside Contractor	1
Youth Advocate Programs	7.36	Outside Contractor	1
Zim Zum Consulting Collaboration, LLC	47.15	Outside Contractor	5

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2024-03-04

Upload Executive Summary (pdf only)

Commonwealth_Charter_Academy_CS_Executive_Summary_CS_2023.pdf

Upload the policy and procedures surrounding IEP development (pdf only)

IEP Development - Internal Controls.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

Commonwealth Charter Academy CS_Corrective Action Verification_CS_2023_updated 5.8.2025.pdf

Special Education Personnel Development

Autism

Description of Training			
ABA Assesments			
Lead Person/Position		**Year of Training**	
Ashley Blauch/Director of Special Education		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2	1	In House	Special Education Teachers and Administrators

Training Date Complete

2024-11-01

Agenda November 2024.pdf

AS Nov-Dec PH Async Participation (1).pdf

BehaviorSupport

Description of Training			
Aligning FAPE and Truancy Process			
Lead Person/Position		**Year of Training**	
Laura Koehle/Director of Special Education		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	In House	Special Education Teachers and Administrators

Training Date Complete

2024-11-21

Agenda 11.21.2024.pdf
2024.11.21 Truancy.pdf

Paraprofessional

Description of Training			
Back to School Success Coach			
Lead Person/Position		**Year of Training**	
Melissa Nadzan		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2	10	In House	Success Coaches

Training Date Complete
2024-09-03
Back to School Training.pdf
2024.25 Para Log In.pdf

Transition

Description of Training			
Transition Updates and the SAAFP			
Lead Person/Position		**Year of Training**	
Monique Uttecht and Grace Gustafson/Director of Special Education		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	In House	Special Education Teachers and Administrators

Training Date Complete
2024-12-18
Attendance 12.18.2024.pdf
Agenda 12.18.2024.pdf

ScienceofLiteracy

Description of Training	
Building Language for Literacy	
Lead Person/Position	**Year of Training**

Ashley Blauch/Director of Special Education		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	In House	Special Education Teachers

Training Date Complete

2025-02-27

Agenda 2.27.2025.pdf

2-27-25 Log.pdf

ParentTraining

Description of Training			
All About Special Education			
Lead Person/Position		**Year of Training**	
Michelle Orcutt/Provost		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2	1	In House	Parents and Staff

Training Date Complete

2025-03-20

Agenda 3.20.2025.pdf

Attendance Parent Training March 20 2025.pdf

IEPDevelopment

Description of Training			
Writing IEP Goals for Learners in K-5			
Lead Person/Position		**Year of Training**	
Molly O'Neil/Director of Special Education		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2	1	In House	Special Education Teachers

Training Date Complete

2024-08-22

8-22-24 PD Writing Training.pdf

Agenda 8.22.2024.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 468	Secondary	Full-time (1.0)	07/09/2025 09:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 467	Secondary	Full-time (1.0)	07/09/2025 09:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised

CCA 466	Secondary	Full-time (1.0)	07/09/2025 09:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.35

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CCA 465	Secondary	Full-time (1.0)	07/09/2025 09:36 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CCA 464	Secondary	Full-time (1.0)	07/09/2025 09:36 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		36
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 463	Secondary	Full-time (1.0)	07/09/2025 09:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		39
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 462	Elementary	Full-time (1.0)	07/09/2025 09:31 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 461	Elementary	Full-time (1.0)	07/09/2025 09:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 460	Elementary	Full-time (1.0)	07/09/2025 09:29 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 459	Elementary	Full-time (1.0)	07/09/2025 09:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		53
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 458	Elementary	Full-time (1.0)	07/09/2025 09:28 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		48
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 457	Elementary	Full-time (1.0)	07/09/2025 09:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 456	Elementary	Full-time (1.0)	07/09/2025 09:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 455	Elementary	Full-time (1.0)	07/09/2025 09:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		52
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 454	Elementary	Full-time (1.0)	07/09/2025 09:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 453	Elementary	Full-time (1.0)	07/09/2025 09:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 452	Elementary	Full-time (1.0)	07/09/2025 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 451	Elementary	Full-time (1.0)	07/09/2025 09:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 450	Secondary	Full-time (1.0)	07/09/2025 09:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 449	Secondary	Full-time (1.0)	07/09/2025 08:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 448	Secondary	Full-time (1.0)	07/09/2025 08:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 447	Secondary	Full-time (1.0)	07/09/2025 08:53 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 446	Secondary	Full-time (1.0)	07/09/2025 08:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 445	Secondary	Full-time (1.0)	07/09/2025 08:51 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 444	Secondary	Full-time (1.0)	07/09/2025 08:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 443	Secondary	Full-time (1.0)	07/09/2025 08:49 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 442	Secondary	Full-time (1.0)	07/09/2025 08:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 441	Secondary	Full-time (1.0)	07/09/2025 08:48 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 440	Secondary	Full-time (1.0)	07/09/2025 08:47 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 439	Secondary	Full-time (1.0)	07/09/2025 08:47 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 438	Secondary	Full-time (1.0)	07/09/2025 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 437	Secondary	Full-time (1.0)	07/09/2025 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 436	Secondary	Full-time (1.0)	07/09/2025 08:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 435	Secondary	Full-time (1.0)	07/09/2025 08:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 434	Secondary	Full-time (1.0)	07/09/2025 08:43 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 433	Secondary	Full-time (1.0)	07/09/2025 08:42 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 432	Secondary	Full-time (1.0)	07/09/2025 08:41 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 431	Secondary	Full-time (1.0)	07/09/2025 08:41 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 430	Secondary	Full-time (1.0)	07/09/2025 08:40 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 429	Secondary	Full-time (1.0)	07/09/2025 08:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 428	Secondary	Full-time (1.0)	07/09/2025 08:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 427	Secondary	Full-time (1.0)	07/09/2025 08:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 426	Secondary	Full-time (1.0)	07/09/2025 08:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 425	Secondary	Full-time (1.0)	07/09/2025 08:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 424	Secondary	Full-time (1.0)	07/09/2025 08:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 423	Secondary	Full-time (1.0)	07/09/2025 08:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 422	Secondary	Full-time (1.0)	07/09/2025 08:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 421	Secondary	Full-time (1.0)	07/09/2025 08:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 420	Secondary	Full-time (1.0)	07/09/2025 08:30 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 419	Secondary	Full-time (1.0)	07/09/2025 08:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 418	Secondary	Full-time (1.0)	07/09/2025 08:29 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 417	Secondary	Full-time (1.0)	07/09/2025 08:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 416	Secondary	Full-time (1.0)	07/09/2025 08:28 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 415	Secondary	Full-time (1.0)	07/09/2025 08:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 414	Secondary	Full-time (1.0)	07/09/2025 08:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 413	Secondary	Full-time (1.0)	07/09/2025 08:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 412	Secondary	Full-time (1.0)	07/09/2025 08:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 411	Secondary	Full-time (1.0)	07/09/2025 08:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 410	Secondary	Full-time (1.0)	07/09/2025 08:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 409	Secondary	Full-time (1.0)	07/09/2025 08:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 408	Secondary	Full-time (1.0)	07/09/2025 08:23 AM

Building Name		
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 407	Secondary	Full-time (1.0)	07/09/2025 08:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 406	Secondary	Full-time (1.0)	07/09/2025 08:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 405	Secondary	Full-time (1.0)	07/09/2025 08:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 404	Secondary	Full-time (1.0)	07/09/2025 08:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 403	Secondary	Full-time (1.0)	07/09/2025 08:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 402	Secondary	Full-time (1.0)	07/09/2025 08:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 401	Secondary	Full-time (1.0)	07/09/2025 08:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 400	Secondary	Full-time (1.0)	07/09/2025 08:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 399	Secondary	Full-time (1.0)	07/09/2025 08:14 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 398	Secondary	Full-time (1.0)	07/09/2025 08:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 397	Secondary	Full-time (1.0)	07/09/2025 08:14 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 396	Secondary	Full-time (1.0)	07/09/2025 08:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 395	Secondary	Full-time (1.0)	07/09/2025 08:13 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 394	Secondary	Full-time (1.0)	07/09/2025 08:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 393	Secondary	Full-time (1.0)	07/09/2025 08:10 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 392	Secondary	Full-time (1.0)	07/09/2025 08:10 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 391	Secondary	Full-time (1.0)	07/09/2025 08:10 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 390	Secondary	Full-time (1.0)	07/09/2025 08:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 389	Secondary	Full-time (1.0)	07/09/2025 08:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 388	Secondary	Full-time (1.0)	07/09/2025 08:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 387	Secondary	Full-time (1.0)	07/09/2025 08:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 386	Secondary	Full-time (1.0)	07/09/2025 08:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 385	Secondary	Full-time (1.0)	07/09/2025 08:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 384	Secondary	Full-time (1.0)	07/09/2025 08:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 383	Secondary	Full-time (1.0)	07/09/2025 08:04 AM

Building Name		
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 382	Secondary	Full-time (1.0)	07/09/2025 08:04 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 381	Secondary	Full-time (1.0)	07/09/2025 08:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 380	Secondary	Full-time (1.0)	07/09/2025 08:00 AM

Building Name
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CCA 379	Secondary	Full-time (1.0)	07/09/2025 07:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
CCA 378	Secondary	Full-time (1.0)	07/09/2025 07:59 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 377	Secondary	Full-time (1.0)	07/09/2025 07:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 376	Secondary	Full-time (1.0)	07/09/2025 07:58 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 375	Secondary	Full-time (1.0)	07/09/2025 07:58 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 374	Secondary	Full-time (1.0)	07/09/2025 09:23 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 373	Secondary	Full-time (1.0)	07/07/2025 02:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 372	Secondary	Full-time (1.0)	07/07/2025 02:55 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 371	Secondary	Full-time (1.0)	07/07/2025 02:55 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 370	Secondary	Full-time (1.0)	07/07/2025 02:35 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 369	Secondary	Full-time (1.0)	07/07/2025 02:34 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 368	Secondary	Full-time (1.0)	07/07/2025 02:34 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 367	Secondary	Full-time (1.0)	08/11/2025 02:41 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 366	Secondary	Full-time (1.0)	07/07/2025 02:32 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 365	Secondary	Full-time (1.0)	07/07/2025 02:32 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 364	Secondary	Full-time (1.0)	07/07/2025 02:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 363	Secondary	Full-time (1.0)	07/07/2025 02:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 362	Secondary	Full-time (1.0)	07/07/2025 02:27 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 361	Secondary	Full-time (1.0)	07/07/2025 02:26 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 360	Secondary	Full-time (1.0)	07/07/2025 02:25 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 359	Secondary	Full-time (1.0)	07/07/2025 02:24 PM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 358	Secondary	Full-time (1.0)	07/07/2025 02:23 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 357	Secondary	Full-time (1.0)	07/07/2025 02:21 PM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 356	Secondary	Full-time (1.0)	07/07/2025 02:20 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 355	Secondary	Full-time (1.0)	07/07/2025 02:19 PM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 354	Secondary	Full-time (1.0)	07/07/2025 02:17 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 353	Secondary	Full-time (1.0)	07/07/2025 02:16 PM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	22

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 352	Secondary	Full-time (1.0)	07/07/2025 02:16 PM

Building Name		
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 351	Secondary	Full-time (1.0)	07/07/2025 02:15 PM

Building Name		
Commonwealth Charter Academy 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 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 350	Secondary	Full-time (1.0)	07/07/2025 02:14 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 349	Secondary	Full-time (1.0)	07/07/2025 02:13 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 348	Secondary	Full-time (1.0)	07/07/2025 02:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 347	Secondary	Full-time (1.0)	07/07/2025 02:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 346	Secondary	Full-time (1.0)	07/07/2025 02:09 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 345	Secondary	Full-time (1.0)	07/07/2025 02:08 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 344	Secondary	Full-time (1.0)	07/07/2025 02:06 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 343	Secondary	Full-time (1.0)	07/07/2025 02:05 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 342	Secondary	Full-time (1.0)	07/07/2025 02:04 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 341	Secondary	Full-time (1.0)	07/07/2025 02:03 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 340	Secondary	Full-time (1.0)	07/07/2025 02:03 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 339	Secondary	Full-time (1.0)	07/07/2025 02:01 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 338	Secondary	Full-time (1.0)	07/07/2025 01:59 PM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 337	Secondary	Full-time (1.0)	07/07/2025 01:58 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 336	Secondary	Full-time (1.0)	07/07/2025 01:58 PM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 335	Secondary	Full-time (1.0)	07/07/2025 01:57 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 334	Secondary	Full-time (1.0)	07/07/2025 01:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 333	Secondary	Full-time (1.0)	07/07/2025 01:52 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 332	Secondary	Full-time (1.0)	07/07/2025 01:50 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 331	Secondary	Full-time (1.0)	07/07/2025 01:49 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 330	Secondary	Full-time (1.0)	07/07/2025 01:48 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 329	Secondary	Full-time (1.0)	07/07/2025 01:47 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 328	Secondary	Full-time (1.0)	07/07/2025 01:45 PM

Building Name		
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 327	Secondary	Full-time (1.0)	07/07/2025 01:43 PM

Building Name		
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 326	Secondary	Full-time (1.0)	07/07/2025 01:39 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 325	Secondary	Full-time (1.0)	07/07/2025 01:38 PM

Building Name		
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 324	Secondary	Full-time (1.0)	07/07/2025 01:38 PM

Building Name		
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 323	Secondary	Full-time (1.0)	07/07/2025 01:37 PM

Building Name

Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 322	Secondary	Full-time (1.0)	07/07/2025 11:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 321	Secondary	Full-time (1.0)	07/07/2025 11:09 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 320	Secondary	Full-time (1.0)	07/07/2025 11:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 319	Secondary	Full-time (1.0)	07/07/2025 11:08 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 318	Secondary	Full-time (1.0)	07/07/2025 11:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 317	Secondary	Full-time (1.0)	07/07/2025 11:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 316	Secondary	Full-time (1.0)	07/07/2025 11:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 315	Secondary	Full-time (1.0)	07/07/2025 11:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 314	Secondary	Full-time (1.0)	07/07/2025 11:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 313	Secondary	Full-time (1.0)	07/07/2025 11:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 312	Secondary	Full-time (1.0)	07/07/2025 11:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 311	Secondary	Full-time (1.0)	07/07/2025 11:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 310	Secondary	Full-time (1.0)	07/07/2025 11:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 309	Secondary	Full-time (1.0)	07/07/2025 11:01 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 308	Secondary	Full-time (1.0)	07/07/2025 11:01 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 307	Secondary	Full-time (1.0)	07/07/2025 11:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 306	Secondary	Full-time (1.0)	07/07/2025 10:55 AM

Building Name

Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 305	Secondary	Full-time (1.0)	07/07/2025 10:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 304	Secondary	Full-time (1.0)	07/07/2025 10:54 AM

Building Name
Commonwealth Charter Academy CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 303	Secondary	Full-time (1.0)	07/07/2025 10:53 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 302	Secondary	Full-time (1.0)	07/07/2025 10:52 AM

Building Name
Commonwealth Charter Academy 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 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 301	Secondary	Full-time (1.0)	07/07/2025 10:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 300	Secondary	Full-time (1.0)	07/07/2025 10:51 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 299	Secondary	Full-time (1.0)	07/07/2025 10:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 298	Secondary	Full-time (1.0)	07/07/2025 10:49 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 297	Secondary	Full-time (1.0)	07/07/2025 10:48 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 296	Secondary	Full-time (1.0)	07/07/2025 10:36 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	24

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 295	Secondary	Full-time (1.0)	07/07/2025 10:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 294	Secondary	Full-time (1.0)	07/07/2025 10:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**

	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 293	Secondary	Full-time (1.0)	07/07/2025 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 292	Secondary	Full-time (1.0)	07/07/2025 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 291	Secondary	Full-time (1.0)	07/07/2025 10:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 290	Secondary	Full-time (1.0)	07/07/2025 10:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 289	Secondary	Full-time (1.0)	07/07/2025 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 288	Secondary	Full-time (1.0)	07/07/2025 10:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 287	Secondary	Full-time (1.0)	07/07/2025 10:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 286	Secondary	Full-time (1.0)	07/07/2025 10:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 285	Secondary	Full-time (1.0)	07/07/2025 10:26 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 284	Secondary	Full-time (1.0)	07/07/2025 10:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 283	Secondary	Full-time (1.0)	07/07/2025 10:24 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 282	Secondary	Full-time (1.0)	07/07/2025 10:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 281	Secondary	Full-time (1.0)	07/07/2025 10:23 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 280	Secondary	Full-time (1.0)	07/07/2025 10:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 279	Secondary	Full-time (1.0)	07/07/2025 10:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 278	Secondary	Full-time (1.0)	07/07/2025 10:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 277	Secondary	Full-time (1.0)	07/07/2025 10:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 276	Secondary	Full-time (1.0)	07/07/2025 10:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 275	Secondary	Full-time (1.0)	07/07/2025 10:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 274	Secondary	Full-time (1.0)	07/07/2025 10:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 273	Secondary	Full-time (1.0)	07/07/2025 10:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 272	Secondary	Full-time (1.0)	07/07/2025 10:14 AM

Building Name		
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 271	Secondary	Full-time (1.0)	07/07/2025 10:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 270	Secondary	Full-time (1.0)	07/07/2025 10:12 AM

Building Name		
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 269	Secondary	Full-time (1.0)	07/07/2025 10:12 AM

Building Name		
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 268	Secondary	Full-time (1.0)	07/07/2025 10:08 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 267	Secondary	Full-time (1.0)	07/07/2025 10:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 266	Secondary	Full-time (1.0)	07/07/2025 10:07 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 265	Secondary	Full-time (1.0)	07/07/2025 10:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 264	Secondary	Full-time (1.0)	07/07/2025 10:05 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 263	Secondary	Full-time (1.0)	07/07/2025 10:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 262	Secondary	Full-time (1.0)	07/07/2025 10:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 261	Secondary	Full-time (1.0)	07/07/2025 10:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 260	Secondary	Full-time (1.0)	07/07/2025 09:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 259	Secondary	Full-time (1.0)	07/07/2025 09:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 258	Secondary	Full-time (1.0)	07/07/2025 09:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 257	Secondary	Full-time (1.0)	07/07/2025 09:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 256	Secondary	Full-time (1.0)	07/07/2025 09:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 255	Secondary	Full-time (1.0)	07/07/2025 09:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 254	Secondary	Full-time (1.0)	07/07/2025 09:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 253	Secondary	Full-time (1.0)	07/07/2025 09:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 252	Secondary	Full-time (1.0)	07/07/2025 09:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 251	Secondary	Full-time (1.0)	07/07/2025 09:27 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 250	Secondary	Full-time (1.0)	07/07/2025 09:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 249	Secondary	Full-time (1.0)	07/07/2025 09:19 AM

Building Name
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 248	Secondary	Full-time (1.0)	07/07/2025 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 247	Secondary	Full-time (1.0)	07/07/2025 09:17 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 246	Secondary	Full-time (1.0)	07/07/2025 09:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 245	Secondary	Full-time (1.0)	07/07/2025 09:17 AM

Building Name	
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 244	Secondary	Full-time (1.0)	07/07/2025 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 243	Secondary	Full-time (1.0)	07/07/2025 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 242	Secondary	Full-time (1.0)	07/07/2025 09:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 241	Secondary	Full-time (1.0)	07/07/2025 09:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**

	1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 240	Secondary	Full-time (1.0)	07/07/2025 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 239	Secondary	Full-time (1.0)	07/07/2025 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 238	Secondary	Full-time (1.0)	07/07/2025 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 237	Secondary	Full-time (1.0)	07/07/2025 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 236	Secondary	Full-time (1.0)	07/07/2025 09:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 235	Secondary	Full-time (1.0)	07/07/2025 09:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 234	Secondary	Full-time (1.0)	07/07/2025 09:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 233	Secondary	Full-time (1.0)	07/07/2025 09:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 232	Secondary	Full-time (1.0)	07/07/2025 09:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 231	Secondary	Full-time (1.0)	07/07/2025 09:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 230	Secondary	Full-time (1.0)	07/07/2025 09:01 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 229	Secondary	Full-time (1.0)	07/07/2025 09:01 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 228	Secondary	Full-time (1.0)	07/07/2025 09:00 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 227	Secondary	Full-time (1.0)	07/07/2025 09:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 226	Secondary	Full-time (1.0)	07/07/2025 08:59 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 225	Secondary	Full-time (1.0)	07/07/2025 08:58 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 224	Secondary	Full-time (1.0)	07/07/2025 08:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 223	Secondary	Full-time (1.0)	07/07/2025 08:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 222	Secondary	Full-time (1.0)	07/07/2025 08:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 221	Secondary	Full-time (1.0)	07/07/2025 08:55 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 220	Secondary	Full-time (1.0)	07/07/2025 08:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 219	Secondary	Full-time (1.0)	07/07/2025 08:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 218	Secondary	Full-time (1.0)	07/07/2025 08:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised

CCA 217	Secondary	Full-time (1.0)	07/07/2025 08:03 AM

Building Name		
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 216	Secondary	Full-time (1.0)	07/07/2025 08:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 215	Secondary	Full-time (1.0)	07/07/2025 08:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 214	Secondary	Full-time (1.0)	07/07/2025 08:01 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 213	Secondary	Full-time (1.0)	07/07/2025 08:01 AM

Building Name		
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 212	Secondary	Full-time (1.0)	07/07/2025 08:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 211	Secondary	Full-time (1.0)	07/07/2025 08:00 AM

Building Name		
Commonwealth Charter Academy 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	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 210	Elementary	Full-time (1.0)	07/02/2025 12:38 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 209	Elementary	Full-time (1.0)	06/27/2025 12:57 PM

Building Name
Commonwealth Charter Academy CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 208	Elementary	Full-time (1.0)	06/27/2025 12:55 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 207	Elementary	Full-time (1.0)	06/27/2025 12:54 PM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 206	Elementary	Full-time (1.0)	06/27/2025 12:54 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 205	Elementary	Full-time (1.0)	06/27/2025 12:51 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 204	Elementary	Full-time (1.0)	06/27/2025 12:50 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 203	Elementary	Full-time (1.0)	06/27/2025 12:49 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 202	Elementary	Full-time (1.0)	06/27/2025 12:48 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 201	Elementary	Full-time (1.0)	06/27/2025 12:47 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 200	Elementary	Full-time (1.0)	06/27/2025 12:45 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 199	Elementary	Full-time (1.0)	06/27/2025 12:44 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 198	Elementary	Full-time (1.0)	06/27/2025 12:43 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 197	Elementary	Full-time (1.0)	06/27/2025 12:43 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 196	Elementary	Full-time (1.0)	06/27/2025 12:42 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 195	Elementary	Full-time (1.0)	06/27/2025 12:40 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 194	Elementary	Full-time (1.0)	06/27/2025 12:39 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 193	Elementary	Full-time (1.0)	06/27/2025 12:39 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 192	Elementary	Full-time (1.0)	06/27/2025 12:38 PM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 191	Elementary	Full-time (1.0)	06/27/2025 12:38 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 190	Elementary	Full-time (1.0)	06/27/2025 12:36 PM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 189	Elementary	Full-time (1.0)	06/27/2025 12:35 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 188	Elementary	Full-time (1.0)	06/27/2025 12:35 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11

Age Range Justification	FTE %
	0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 187	Elementary	Full-time (1.0)	06/27/2025 12:34 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 186	Elementary	Full-time (1.0)	06/27/2025 12:32 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 185	Elementary	Full-time (1.0)	06/27/2025 12:31 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 184	Elementary	Full-time (1.0)	06/27/2025 12:31 PM

Building Name		
Commonwealth Charter Academy 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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 183	Elementary	Full-time (1.0)	06/27/2025 12:30 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 182	Elementary	Full-time (1.0)	06/27/2025 10:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 181	Elementary	Full-time (1.0)	06/27/2025 10:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 180	Elementary	Full-time (1.0)	06/27/2025 10:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 179	Elementary	Full-time (1.0)	06/27/2025 10:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 178	Elementary	Full-time (1.0)	06/27/2025 10:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 177	Elementary	Full-time (1.0)	06/27/2025 10:49 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 176	Elementary	Full-time (1.0)	06/27/2025 08:53 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 175	Elementary	Full-time (1.0)	06/27/2025 08:52 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 174	Elementary	Full-time (1.0)	06/27/2025 08:52 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 173	Elementary	Full-time (1.0)	06/27/2025 08:51 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 172	Elementary	Full-time (1.0)	06/27/2025 08:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 171	Elementary	Full-time (1.0)	06/27/2025 08:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8

Age Range Justification	FTE %
	0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 170	Elementary	Full-time (1.0)	06/27/2025 08:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 169	Elementary	Full-time (1.0)	06/27/2025 08:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 168	Elementary	Full-time (1.0)	06/27/2025 08:48 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 167	Elementary	Full-time (1.0)	06/27/2025 08:47 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 166	Elementary	Full-time (1.0)	06/27/2025 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 165	Elementary	Full-time (1.0)	06/27/2025 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 164	Elementary	Full-time (1.0)	06/27/2025 08:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 163	Elementary	Full-time (1.0)	06/27/2025 08:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 162	Elementary	Full-time (1.0)	06/27/2025 08:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 161	Elementary	Full-time (1.0)	06/27/2025 08:42 AM

Building Name		
Commonwealth Charter Academy 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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 160	Elementary	Full-time (1.0)	06/27/2025 08:41 AM

Building Name

Commonwealth Charter Academy 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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 159	Elementary	Full-time (1.0)	06/27/2025 08:41 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 158	Elementary	Full-time (1.0)	06/27/2025 08:40 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 157	Elementary	Full-time (1.0)	06/27/2025 08:40 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 156	Elementary	Full-time (1.0)	06/27/2025 08:37 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 155	Elementary	Full-time (1.0)	06/27/2025 08:36 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 154	Elementary	Full-time (1.0)	06/27/2025 08:36 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11

Age Range Justification	FTE %
	0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 153	Elementary	Full-time (1.0)	06/27/2025 08:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 152	Elementary	Full-time (1.0)	06/27/2025 08:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 151	Elementary	Full-time (1.0)	06/27/2025 08:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 150	Elementary	Full-time (1.0)	06/27/2025 08:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 149	Elementary	Full-time (1.0)	06/27/2025 08:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 148	Elementary	Full-time (1.0)	06/27/2025 08:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 147	Elementary	Full-time (1.0)	06/27/2025 08:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 146	Elementary	Full-time (1.0)	06/27/2025 08:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 145	Elementary	Full-time (1.0)	06/27/2025 08:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 144	Elementary	Full-time (1.0)	06/27/2025 08:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 143	Elementary	Full-time (1.0)	06/27/2025 08:28 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 142	Elementary	Full-time (1.0)	06/27/2025 08:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 141	Elementary	Full-time (1.0)	06/26/2025 11:32 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 140	Elementary	Full-time (1.0)	06/26/2025 11:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 139	Elementary	Full-time (1.0)	06/26/2025 11:31 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 138	Elementary	Full-time (1.0)	06/26/2025 11:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 137	Elementary	Full-time (1.0)	06/26/2025 11:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11

Age Range Justification	FTE %
	0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 136	Elementary	Full-time (1.0)	06/26/2025 11:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 135	Elementary	Full-time (1.0)	06/26/2025 11:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 134	Elementary	Full-time (1.0)	06/26/2025 11:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 133	Elementary	Full-time (1.0)	06/26/2025 11:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 132	Elementary	Full-time (1.0)	06/26/2025 11:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 131	Elementary	Full-time (1.0)	06/26/2025 11:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 130	Elementary	Full-time (1.0)	06/26/2025 11:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 129	Elementary	Full-time (1.0)	06/26/2025 11:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 128	Secondary	Full-time (1.0)	06/25/2025 01:41 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 127	Secondary	Full-time (1.0)	06/27/2025 09:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 126	Secondary	Full-time (1.0)	06/27/2025 09:33 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 125	Secondary	Full-time (1.0)	06/25/2025 01:39 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.73

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 124	Secondary	Full-time (1.0)	06/25/2025 01:32 PM

Building Name
Commonwealth Charter Academy CS
Support Type
Life Skills Support

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 123	Secondary	Full-time (1.0)	06/25/2025 01:32 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 122	Secondary	Full-time (1.0)	06/25/2025 01:31 PM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	**Case Load**

Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 121	Secondary	Full-time (1.0)	06/25/2025 01:30 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 120	Secondary	Full-time (1.0)	06/25/2025 01:29 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 119	Secondary	Full-time (1.0)	06/25/2025 01:29 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 118	Secondary	Full-time (1.0)	06/25/2025 01:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 117	Secondary	Full-time (1.0)	06/25/2025 01:27 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 116	Secondary	Full-time (1.0)	06/25/2025 01:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 115	Secondary	Full-time (1.0)	06/25/2025 09:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 114	Secondary	Full-time (1.0)	06/25/2025 09:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 113	Secondary	Full-time (1.0)	06/25/2025 09:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 112	Secondary	Full-time (1.0)	06/25/2025 09:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 111	Secondary	Full-time (1.0)	06/25/2025 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 110	Secondary	Full-time (1.0)	06/25/2025 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 109	Secondary	Full-time (1.0)	08/12/2025 08:41 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 108	Secondary	Full-time (1.0)	06/25/2025 09:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 107	Elementary	Full-time (1.0)	06/25/2025 08:59 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Life Skills Support

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 106	Elementary	Full-time (1.0)	06/25/2025 08:58 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 105	Elementary	Full-time (1.0)	06/25/2025 08:58 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Life Skills Support
Support Sub-Type

Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 104	Elementary	Full-time (1.0)	06/25/2025 08:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 103	Elementary	Full-time (1.0)	06/25/2025 08:57 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**

Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 102	Elementary	Full-time (1.0)	06/25/2025 08:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 101	Elementary	Full-time (1.0)	06/25/2025 08:55 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**
Full-Time (80% or More)	15

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 100	Secondary	Full-time (1.0)	06/25/2025 08:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 99	Secondary	Full-time (1.0)	06/25/2025 08:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		10
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 98	Secondary	Full-time (1.0)	06/25/2025 08:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 97	Secondary	Full-time (1.0)	06/25/2025 08:36 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**

Caseload caps do not apply under 22 Pa. Code Ch. 711	1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 96	Secondary	Full-time (1.0)	06/25/2025 08:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 95	Secondary	Full-time (1.0)	06/25/2025 08:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 94	Secondary	Full-time (1.0)	06/25/2025 08:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 93	Secondary	Full-time (1.0)	06/25/2025 08:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 92	Secondary	Full-time (1.0)	06/25/2025 08:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 91	Secondary	Full-time (1.0)	06/25/2025 08:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 90	Secondary	Full-time (1.0)	06/25/2025 08:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 89	Secondary	Full-time (1.0)	06/25/2025 08:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.42

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 88	Secondary	Full-time (1.0)	06/25/2025 08:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 87	Secondary	Full-time (1.0)	06/25/2025 08:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 86	Secondary	Full-time (1.0)	06/25/2025 08:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 85	Secondary	Full-time (1.0)	06/25/2025 08:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 84	Secondary	Full-time (1.0)	06/25/2025 08:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 83	Secondary	Full-time (1.0)	06/25/2025 08:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 82	Secondary	Full-time (1.0)	06/25/2025 08:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 81	Secondary	Full-time (1.0)	06/25/2025 08:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 80	Elementary	Full-time (1.0)	06/25/2025 08:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 79	Elementary	Full-time (1.0)	06/25/2025 08:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 78	Secondary	Full-time (1.0)	06/24/2025 11:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 77	Secondary	Full-time (1.0)	06/24/2025 11:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 76	Secondary	Full-time (1.0)	06/24/2025 11:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 75	Secondary	Full-time (1.0)	06/24/2025 11:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 74	Secondary	Full-time (1.0)	06/24/2025 11:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 73	Secondary	Full-time (1.0)	06/24/2025 11:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 72	Secondary	Full-time (1.0)	06/24/2025 10:48 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 71	Elementary	Full-time (1.0)	06/24/2025 10:36 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.12

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 70	Elementary	Full-time (1.0)	06/24/2025 10:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 69	Elementary	Full-time (1.0)	06/24/2025 10:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 68	Elementary	Full-time (1.0)	06/24/2025 10:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 67	Elementary	Full-time (1.0)	06/24/2025 10:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 66	Elementary	Full-time (1.0)	06/24/2025 10:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 65	Elementary	Full-time (1.0)	06/24/2025 10:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 64	Elementary	Full-time (1.0)	06/24/2025 10:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 63	Elementary	Full-time (1.0)	06/24/2025 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 62	Elementary	Full-time (1.0)	06/24/2025 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 61	Elementary	Full-time (1.0)	06/24/2025 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 60	Elementary	Full-time (1.0)	06/24/2025 10:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 59	Secondary	Full-time (1.0)	06/24/2025 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 58	Secondary	Full-time (1.0)	06/24/2025 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 57	Secondary	Full-time (1.0)	06/24/2025 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 56	Secondary	Full-time (1.0)	06/24/2025 08:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 55	Secondary	Full-time (1.0)	06/24/2025 08:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 54	Secondary	Full-time (1.0)	06/24/2025 08:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 53	Secondary	Full-time (1.0)	06/24/2025 08:43 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 52	Secondary	Full-time (1.0)	06/24/2025 08:43 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 51	Secondary	Full-time (1.0)	06/24/2025 08:42 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 50	Secondary	Full-time (1.0)	06/24/2025 08:41 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 49	Secondary	Full-time (1.0)	06/24/2025 08:41 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 48	Secondary	Full-time (1.0)	06/24/2025 08:40 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 47	Secondary	Full-time (1.0)	06/24/2025 08:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 46	Secondary	Full-time (1.0)	06/24/2025 08:39 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 45	Secondary	Full-time (1.0)	06/24/2025 08:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 44	Secondary	Full-time (1.0)	06/24/2025 08:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 43	Secondary	Full-time (1.0)	06/24/2025 08:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 42	Secondary	Full-time (1.0)	06/24/2025 08:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 41	Secondary	Full-time (1.0)	06/24/2025 08:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 40	Secondary	Full-time (1.0)	06/24/2025 08:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 39	Secondary	Full-time (1.0)	06/24/2025 08:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 38	Secondary	Full-time (1.0)	06/24/2025 08:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 37	Secondary	Full-time (1.0)	06/24/2025 08:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 36	Secondary	Full-time (1.0)	06/24/2025 08:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 35	Secondary	Full-time (1.0)	06/24/2025 08:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 34	Secondary	Full-time (1.0)	06/24/2025 08:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 33	Secondary	Full-time (1.0)	06/24/2025 08:20 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 31
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 32	Secondary	Full-time (1.0)	06/24/2025 08:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 31	Secondary	Full-time (1.0)	06/24/2025 08:18 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 30	Secondary	Full-time (1.0)	06/24/2025 08:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 29	Secondary	Full-time (1.0)	06/24/2025 08:17 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 28	Secondary	Full-time (1.0)	06/24/2025 08:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 27	Secondary	Full-time (1.0)	06/24/2025 08:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 26	Secondary	Full-time (1.0)	06/24/2025 08:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 25	Secondary	Full-time (1.0)	06/24/2025 08:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 24	Secondary	Full-time (1.0)	06/24/2025 08:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 23	Secondary	Full-time (1.0)	06/24/2025 08:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 22	Secondary	Full-time (1.0)	06/24/2025 08:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		31
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 21	Secondary	Full-time (1.0)	06/24/2025 08:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 20	Secondary	Full-time (1.0)	06/24/2025 08:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 19	Secondary	Full-time (1.0)	06/24/2025 08:10 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 18	Secondary	Full-time (1.0)	06/24/2025 08:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		34
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 17	Secondary	Full-time (1.0)	06/24/2025 08:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		35
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 16	Secondary	Full-time (1.0)	06/24/2025 08:08 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		34
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 15	Secondary	Full-time (1.0)	06/24/2025 08:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		35
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 14	Secondary	Full-time (1.0)	06/24/2025 08:07 AM

Building Name
Commonwealth Charter Academy CS
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 13	Secondary	Full-time (1.0)	06/24/2025 08:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 12	Secondary	Full-time (1.0)	06/24/2025 08:06 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		33
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 11	Secondary	Full-time (1.0)	06/24/2025 08:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		34
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 10	Secondary	Full-time (1.0)	06/24/2025 08:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		34
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 9	Secondary	Full-time (1.0)	06/24/2025 08:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 8	Secondary	Full-time (1.0)	06/24/2025 08:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		34
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 7	Secondary	Full-time (1.0)	06/24/2025 08:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 6	Elementary	Full-time (1.0)	06/24/2025 08:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		36
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 5	Elementary	Full-time (1.0)	06/24/2025 08:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		36
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 4	Elementary	Full-time (1.0)	06/24/2025 07:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		35
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 3	Elementary	Full-time (1.0)	06/24/2025 07:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		37
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 2	Elementary	Full-time (1.0)	06/24/2025 07:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		37
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 1	Elementary	Full-time (1.0)	06/27/2025 01:13 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		36
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Buildings & Land	Statewide and at CCA Family Service Centers	92,077,665.96
Furniture & Equipment	Statewide and at CCA Family Service Centers	69,283,85.62
LMS & Technology	Statewide and at CCA Family Service Centers	21,291,904.44

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

Due to CCA's student and staff growth since 2019, the school has purchased additional sites (Family Services Centers) across the Commonwealth to serve families and provide work locations for teachers, school administrators, and other academic and nonacademic staff who support student learning needs. All 12 month staff are required to report to work at a CCA Family Service Center for 100% of their workdays. The majority of our 10-month teaching staff is on a rotation to work from a Family Service Center one week of each month.

Memorandum of Understanding

Organization	Purpose
West Manchester Township Police Department	Law Enforcement Model MOU
Allentown Police Department	Law Enforcement Model MOU
Johnstown Police Department	Law Enforcement Model MOU

Dickson City Police Department	Law Enforcement Model MOU
City of Erie Police Department	Law Enforcement Model MOU
East Whiteland Township Police Department	Law Enforcement Model MOU
Harrisburg Borough of Police	Law Enforcement Model MOU
Cranberry Township Police Department	Law Enforcement Model MOU
Wilkes-Barre Township Police Department	Law Enforcement Model MOU

**Upload of Memorandum of Understanding Document(s)
Do not include MOUs already reported in the Safe Schools Reports.**

CRANBERRY SIGNED MOU-10.19.23.pdf

ALLENTOWN MOU CCA 4.22.24_SIGNED.pdf

MALVERN MOU 2024_SIGNED.pdf

Wilkes-Barre Signed MOU.pdf

ERIE MOU 2024_SIGNED.pdf

MOU with CCA-Harrisburg 2.15.24 Signed .pdf

YORK MOU CCA - SIGNED.pdf

DICKSON CITY MOU 2024_SIGNED.pdf

JOHNSTOWN-MOU SIGNED 4.11.24.pdf

Articulation Agreements

Partnering Institution
Bucks County Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
6 Bucks CCC.pdf

Partnering Institution
Central Penn College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
8 Central Penn College.pdf

Partnering Institution
Cheyney University

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement
10 Cheyney.pdf

Partnering Institution
Community College of Allegheny- BNY Mellon

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
11 PCB - BNY Mellon CCAC MOA 10.9.2024.pdf

Partnering Institution
Community College of Allegheny- Dual Enrollment

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
13 CCAC MOU.pdf

Partnering Institution
Community College of Beaver County

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
15 Beaver CCBC.pdf

Partnering Institution
Community College of Philadelphia

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
16 CCP.pdf

Partnering Institution
Elizabethtown College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
21 Elizabethtown College.pdf

Partnering Institution
Harrisburg Area Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
27 HACC MOU.pdf

Partnering Institution
Harrisburg Area Community College- EMT

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
28 HACC - EMT.pdf

Partnering Institution
Harrisburg Area Community College- Fire

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
29 HACC Workforce Development.pdf

Partnering Institution
Harrisburg University of Science & Technology

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
30 Harrisburg University.pdf

Partnering Institution
Johnson College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
33 Johnson College MOU.pdf

Partnering Institution
King's College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
34 Kings College.pdf

Partnering Institution
Lackawanna College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
35 Lackawanna College.pdf

Partnering Institution
Lehigh Carbon Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
38 Lehigh Carbon CC.pdf

Partnering Institution
Luzerne County Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
39 Luzerne Community College.pdf

Partnering Institution
Messiah University

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
42 Messiah University.pdf

Partnering Institution
Montgomery County Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
44 Montgomery County Community College.pdf

Partnering Institution
Northampton Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
48 Northampton Community College.pdf

Partnering Institution
Pennsylvania College of Art & Design

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
52 Pennsylvania College of Art & Design.pdf

Partnering Institution
Pennsylvania College of Technology

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
53 Pennsylvania College of Technology.pdf

Partnering Institution
Pennsylvania Highlands Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
54 Penn Highlands MOU.pdf

Partnering Institution
Portage Learning/ Geneva College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
55 Portage Learning-Geneva College.pdf

Partnering Institution
Shippensburg University of Pennsylvania

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
57 Ship MOU.pdf

Partnering Institution
Shippensburg University of Pennsylvania- Learning Lamp

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
58 Shippensburg University Learning Lamp.pdf

Partnering Institution
Temple University

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
60 Temple University.pdf

Partnering Institution
The Pennsylvania State University

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
61 PSU.pdf

Partnering Institution
University of Valley Forge

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
62 Valley Forge MOU.pdf

Partnering Institution
West Chester University of Pennsylvania

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
63 West_Chester_University.pdf

Partnering Institution
Westmoreland County Community College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
66 Westmoreland County Community College.pdf

Partnering Institution
Widener University

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
67 Widener University.pdf

Partnering Institution
Wilson College

Agreement Type

Program/Course Area
Various course and program offerings

Upload Articulation Agreement
68 Wilson College.pdf

Management Survey

Charter School Management Survey

Charter School Name
Commonwealth Charter Academy CS

Point of Contact Name
Thomas D. Longenecker

Point of Contact Telephone Number
717-710-3300

Extension
11165

Point of Contact Email
tlongenecker@ccaeducate.me

Management Organization Information

As of the start of the current 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

Does the charter school plan to add a management organization in the Future?
No

Signatures and Affirmations

Upload Board Affirmation Statement
J.Piccola Board Affirmation Statement 7.28.25.pdf

Date of Approval
2025-07-28

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 Administrator
Thomas D. Longenecker

Charter School Law Affirmation

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

Chief Administrator
Thomas D. Longenecker

Ethics Act Affirmation

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

Chief Administrator
Thomas D. Longenecker

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 Administrator

Thomas D. Longenecker

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 Administrator

Thomas D. Longenecker

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 Administrator

Thomas D. Longenecker

Commonwealth Charter Academy
2024-2025 Charter School Annual Report
Wellness Check Data Summary

The safety and well-being of students has always been – and remains – Commonwealth Charter Academy's top priority.

At the start of the school year, Commonwealth Charter Academy (CCA) informed all enrolled families and staff of the new requirements of section 1748.1-A of the Charter School Law, 24 P.S. § 17-1748.1-A, and CCA's previous and continued compliance with these requirements through daily live instruction, special education related services, small group instruction under CCA's Multi-Tiered System of Support, field trips, activities at Family Service Centers, clubs and extracurricular activities, and many other opportunities for students to be visibly seen by school staff. The full text of this communication is included as Appendix A to this summary.

CCA requires all staff to complete training on an annual basis on child abuse recognition and reporting. Information regarding this training and CCA's compliance was provided to PDE on November 27, 2024.

Additionally, although CCA's procedures for verifying the safety and well-being of each student through synchronous, visual and oral communication were effective prior to the July 2024 adoption of section 1748.1-A of the CSL, specific language regarding these procedures was added to CCA's Learner Handbook for the 2025-2026 school year by action of the Board of Trustees on June 11, 2025. The text of this new section of the Learner Handbook is included as Appendix B to this summary.

CCA's Enrollee Wellness Check Procedures

Unlike many district-run cyber programs that rely heavily on asynchronous instruction, CCA's model is highly interactive and student-centered.

As explained in more detail in the September 2024 communication to CCA families and staff and the language in CCA's Learner Handbook, CCA's instructional program provides multiple, daily opportunities for teachers and other staff to be able to see and hear learners in real time through Guided Instruction and Live Classrooms. Additional opportunities for teachers and staff to see and hear students in real time exist through various activities, from contact by homeroom teachers and course teachers; to in-person and virtual related services for students with IEPs; to in-person and virtual clubs, field trips, and activities with CCA representatives present.

In the event that a teacher or administrator has a concern about the safety of a learner, they will initially communicate directly with the family to address the matter. If directly communicating with the family does not address the concern, teachers and administrators may request the involvement of the local authorities, including county Children and Youth Services personnel or law enforcement officers.

CCA also employs a number of Attendance, Communication, and Engagement Specialists (ACES), whose primary job responsibilities include conducting home visits to address attendance or engagement concerns. ACES are assigned to work at various Family Service Centers across the state, and each has access to a CCA fleet vehicle to facilitate conducting multiple home visits each week.

Likewise, CCA empowers each administrator to conduct home visits in the event that the safety of a learner or academic concerns require this level of intervention prior to the involvement of CYS or law enforcement.

CCA's ACES conducted over 1,350 home visits in the 2023-2024 school year and almost 1,550 in the 2024-2025 school year. These are in addition to referrals CCA staff made to CYS or other authorities.

CCA also employs social workers, school counselors, and school nurses to help connect families with local resources when they may be in crisis.

Pennsylvania law also requires school representatives to report any observed indication of child abuse, neglect, or harm in accordance with the Child Protective Services Law (CPSL), 23 Pa.C.S. § 6301 *et seq*. Referrals to CYS or other authorities are tracked based on whether they relate to truancy or other concerns (e.g, lack of engagement, educational neglect, suspected child abuse).

The information below reflects the number of individual actions taken in response to concerns raised by CCA staff through the procedures established to verify and ensure the safety and well-being of students.

Actions in Response to Wellness Checks in the 2024-2025 School Year

ACTION TAKEN	NUMBER
Home Visits Conducted by CCA's ACES[1]	1,546
Truancy Referrals to County Children and Youth Services (CYS)	1,675
Non-Truancy Referrals to CYS	359
Total Referrals to County Children and Youth Services	2,034
Truancy Citations Filed	517
Student Response Team Referrals[2]:	1,137

[1] Additional visits conducted by CCA administrators. These will be tracked and reported in future Annual Report submissions.

[2] CCA's Student Response Teams are comprised of school counselors, social workers, school nurses, and administrators. They receive and review reports from CCA staff regarding student well-being concerns, ranging from homelessness to possible neglect. These reports are then acted upon by ACES, school counselors, or social workers, or referred to appropriate authorities, including County CYS offices and law enforcement.

APPENDIX A

CCA COMMUNICATION TO FAMILIES REGARDING WELLNESS CHECKS, SENT 9/10/2025

Dear CCA Families:

This communication addresses questions relating to a new state law that deals with the wellness of students who attend public cyber charter schools, like CCA, and provides assurance to CCA families.

As part of the 2024-25 state budget, Governor Josh Shapiro signed into law legislation that imposes a new requirement on public cyber charter schools: enrollee wellness checks.

Section 1748.1-A of the Charter School Law states in part, "A cyber charter school shall … ensure that each enrolled student ***is able to*** be visibly seen and communicated with in real time by a teacher, administrator or other representative of the cyber charter school" ***(emphasis added)***.

This new provision will not require any additional action by CCA, students, or families, and families will not notice any difference in how their child engages with their learning program and with CCA staff.

CCA's comprehensive education program already provides a variety of opportunities for staff to see and communicate with students in real-time, including live and guided instruction; homeroom sessions; in-person and virtual clubs, events, and field trips; and monthly and quarterly calls among teachers, students, and families. In addition, students with an IEP have regular progress monitoring, virtual and in-person therapy, and other related services that allow for routine engagement and communication with students.

In the event that a teacher or administrator has a concern about the safety of a student, they will communicate directly with the family to address the matter in a manner that is both respectful to and ensures the privacy of the family. If directly communicating with the family does not address the concern, teachers and administrators may request the involvement of local authorities.

Section 1748.1-A of the Charter School Law also requires cyber charter school staff to report indications of child abuse, neglect, or harm to the appropriate authorities. **This is not a new requirement.** All school staff (school district, cyber charter, etc.) have been required to report these concerns under the Child Protective Services Law.

We hope that the above information addresses any questions or concerns you have about wellness checks. Please know that the safety and well-being of each CCA student are of the utmost importance to all CCA administrators, teachers, and staff.

Thank you for choosing CCA to be a partner in your child's education. We are grateful for your trust and confidence.

Sincerely,

CCA

APPENDIX B
CCA LEARNER HANDBOOK WELLNESS CHECK PROVISIONS

The following language was approved by CCA's Board of Trustees on June 11, 2025, as an amendment to the Learner Handbook for the 2025-2026 School Year.

Wellness Checks
Pennsylvania law requires that CCA ensure that each learner is able to be visibly seen at least one time per week.

CCA's instructional program provides multiple, daily opportunities for teachers and other staff to be able to see and hear learners in real time through Guided Instruction and Live Classroom. Additional opportunities for teachers and staff to see and hear students in real time exist through: contact by homeroom teachers and course teachers; regularly scheduled small group sessions for learners receiving additional support from interventionists and specialists through CCA's MTSS process; regularly scheduled progress monitoring for learners with Individualized Education Programs (IEPs); scheduled in-person and virtual related services for learners with IEPs or 504 Plans; dozens of clubs that meet in Zoom on a weekly or bi-weekly basis with CCA instructors in attendance; in-person and virtual field trips with CCA representatives in attendance; and, in-person activities throughout each school year at each of CCA's Family Service Centers across the state.

In the event that a teacher or administrator has a concern about the safety of a learner, they will initially communicate directly with the family to address the matter. If directly communicating with the family does not address the concern, teachers and administrators may request the involvement of the local authorities, including county Children and Youth Services personnel or law enforcement officers.

CCA also employs a number of Attendance, Communication, and Engagement Specialists (ACES), whose primary job responsibilities include conducting home visits to address attendance or engagement concerns. ACES are assigned to work at various Family Service Centers across the state, and each has access to a CCA fleet vehicle to facilitate conducting multiple home visits each week. Each ACES specialist reviews the learner's educational records prior to a home visit, communicates with teachers and administrators, and is supplied with additional student laptops and power cords, which supports the reengagement of any learners who fall behind on school work.

CCA also empowers each administrator to conduct home visits in the event the safety of a learner or academic concerns require this level of intervention prior to the involvement of CYS or law enforcement.

Pennsylvania law also requires school representatives to report any observed indication of child abuse, neglect, or harm in accordance with the Child Protective Services Law (CPSL), 23 Pa.C.S. § 6301 *et seq*.

CCA will work with each family to ensure students are safe and well, while respecting the privacy and flexibility requested by the family.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
www.pde.state.pa.us

August 11, 2011

Dr. Maurice Flurie, III
Chief Executive Officer
Commonwealth Connections
Academy Charter School
4050 Crums Mill Road
Suite 303
Harrisburg, PA 17112

RE: Commonwealth Connections Academy Charter School Renewal

Dear Dr. Flurie:

Thank you for your cooperation during the cyber charter renewal process. After reviewing the documents provided in your renewal application, the Department is pleased to award a 5-year renewal of Commonwealth Connections Academy Charter School.

Enclosed is a signed copy of your renewed Charter Agreement. This agreement will need to be renewed in 2016.

Best Regards,

Marlene Kanuck, BEA 2
Charter School Coordinator
Bureau of Teaching and Learning

Enclosure

DEPARTMENT OF EDUCATION

In Re: Commonwealth Connections Academy Cyber Charter
Technical Assistance **July 27, 2011**

Technical Assistance Provided as a Result of the Review

1. **Commonwealth Connections is reminded that charter schools, including cyber charter schools, are not permitted to offer Pre-Kindergarten programs.** Commonwealth Connections states in its renewal application that it is exploring the possibility of offering a pre-Kindergarten program.
2. **The Commonwealth Connections is encouraged to develop a Student Retention Plan.** In its renewal application, Commonwealth Connections stated its concern about student retention and the impact that the lack of student retention has on its academic assessments.
3. **Commonwealth Connections should implement a Response to Intervention and Instruction (RTII) plan.** According to its renewal application, the enrollment of Commonwealth Connections is mostly transient; that is most students who come to Commonwealth Connections are at-risk and once they have been remediated, return to traditional brick and mortar schools. While a student attends the Commonwealth Connections Cyber Charter School, the student should have access to appropriate levels of interventions outlined in RTII.
4. **Commonwealth Connections is reminded of the requirement to submit professional education plans accurately and on time.** The renewal application stated that data analysis to increase student achievement would be the focus of the school's professional development program. Specifically, the application indicated that teachers would be trained in the use of formative assessments and data driven decision making, implementing specific instructional strategies, current curriculum specific topics and trends, utilizing state standards to guide instruction, educational technology and educational trends. The Department's review of the approved Professional Development Plan and comparison with Act 48 activity hours during the period 3/13/2008 to 12/2/2010 uploaded into the Department's Professional Education Management System (PERMS) found that Commonwealth Connections has adhered to its last Department-approved Professional Education Plan. However, the charter school is reminded that it is

necessary to submit its plans on time. The Professional Education Plan via the eStrategic Planning system was nearly six months late.

DEPARTMENT OF EDUCATION

In Re: Commonwealth Connections Academy Cyber Charter
Cyber Charter School Renewal **July 27, 2011**

Background

Amendments to the Charter School Law ("CSL"), 24 P.S. §§17-1701-A – 17-1751-A, that became effective July 1, 2002, include new Subchapter (c), which sets forth new provisions for the establishment and oversight of cyber charter schools. *See,* Act of June 29, 2002, No. 88, §14, adding 24 P.S. §§17-1741-A to 17-1751-A ("Act 88"). Pursuant to Act 88, the Department of Education (the "Department") has the authority and responsibility to renew or not renew the charter of a charter school that provides instruction through the Internet or other electronic means and was approved under section 1717-A or 1718-A of the CSL. 24 P.S. §1741-A (a)(2). The Department shall revoke or deny renewal of a charter under the provisions of section 1729-A. 24 P.S. §17-1741-A(a)(3). If the Department sends a notice of non-renewal to the cyber charter school, it must hold a public hearing concerning the non-renewal. 24 P.S. §17-1729-A(c).

Commonwealth Connections Academy (CCA) submitted a renewal application to continue operating as a cyber charter school.

Based on its review of CCA's renewal application, and subsequent information, the Department is renewing CCA's charter for a period of five (5) years.

Ronald J. Tomalis

Secretary of Education
Ronald J. Tomalis

8/2/11

Date

Commonwealth Charter Academy

CERTIFICATE OF COMPLETION

is hereby presented to

JOSEPH A. CURCILLO

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

<NAME OF SIGNATORY>

9 October 2024

Commonwealth Charter Academy

CERTIFICATE OF COMPLETION

is hereby presented to

Donald Yoder

for completing the

New Charter School Trustee Training Program

Pursuant to Act 55 of 2017

This includes four total hours of training in:
Instruction and Academic Programs; Personnel; Governance; Operations;
Fiscal Management; Ethics, Open Meetings, and Regulations

<NAME OF SIGNATORY>

7/10/25
<INSERT DATE ABOVE>

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Advanced Training Program

Attended by:

Jeff Piccola

Name of Attendee



Signature of Nicole D. Snyder, Esq.
Charter School Representative

Commonwealth Charter Academy

Organization Name

May 27, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Advanced Training Program

Attended by:

Lil Jackson

Name of Attendee



Signature of Nicole D. Snyder, Esq.
Charter School Representative

Commonwealth Charter Academy

Organization Name

May 27, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

Co1n1nonwealth Charter Academ.y

CERTIFICATE OF COMPLETION

is hereby presented to

PAULA AGUILAR

for cotnpleting the

New Charter School Trustee Training Program
Pursuant to Act 55 of 2017

This includes four total hours of training in:

Inst1uction and Academic ProQ:tams Personnel; c;over11ance; Operation ·,
Fiscal Mana{!cment Ethics, Open Meetings, and Ilcgulations

Paula AJ!ili.lar

April 13, c>aas

April 13; 2025

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Advanced Training Program

Attended by:

Rob Barr

Name of Attendee



Signature of Nicole D. Snyder, Esq.
Charter School Representative

Commonwealth Charter Academy

Organization Name

May 27, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
August 14, 2024, at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:31 a.m. when all participants were present and able to hear each other.

II. Roll Call

Ms. Pallotta conducted roll call for the Board of Trustees. Mr. Longenecker conducted roll call for the guests present.

Board Members Present:	Lil Jackson, Jeffrey Piccola, Marcus Hite, Rob Barr, Joe Curcillo, Jeff Haste
Guests Present:	Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Danielle Mariano, Faith Russo, Natasha Shane, Christy Sink, Joanna Shelley, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel; Timothy Potts, Brian Kimmett

III. Executive Session

The Board entered Executive Session at 8:31 a.m. Executive Session was held to discuss legal matters, Special Education matters, proprietary real estate, and confidential student matters.

The following Action Item resulted from Executive Session:

Action Item e. Approval of Special Education settlement matter as discussed during Executive Session.

Executive Session ended at 10:05 a.m.
Public Session began at 10:10 a.m.

IV. Approval of Agenda

Mr. Piccola asked the Board for a motion to add Action Item e. Approval of Special Education settlement matter as discussed during Executive Session to the August 14, 2024, board agenda for approval.

A motion was made by Ms. Jackson and seconded by Mr. Barr to add Action Item e. to the agenda. There being no further discussion, the motion to add Action Item e. to the agenda is hereby approved.

The motion passed unanimously.

Mr. Piccola, Board Chairman, asked the Board if there were any other changes to be made to the agenda. There being no further items to discuss, a motion was made by Mr. Barr and seconded by Mr. Curcillo to approve the August 14, 2024, board meeting agenda as amended.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

V. Public Comment

Mr. Potts offered comments on various agenda items.

VI. Approval of Consent Items – J. Piccola

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite to approve the Consent Items as follows:

a. Approval of Minutes from June 12, 2024, Board meeting
b. Approval of Board Payables
c. Approval of Staffing Report
d. Approval of proposals, agreements, and purchases
e. Approval of Resolution Granting Signature, Purchasing, and Payment Authority to Designated Administrators for Regular School Operations.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

VII. Approval of Action Items – J. Piccola

a. <u>Approval of proposals, agreements, and purchases</u>
Mr. Longenecker referred the Board to the Action Items table in the board packet.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

b. Approval of employment agreement with the President and Chief Executive Officer

There being no further discussion, a motion was made by Mr. Hite and seconded by Mr. Barr to approve the employment agreement with the President and Chief Executive Officer.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

c. Approval of employment agreement with the Executive Vice President and Chief Operations Officer

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the employment agreement with the Executive Vice President and Chief Operations Officer.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

d. Approval of the appointment of Mr. Donald J. Yoder Jr. to become a member of the CCA Board of Trustees for the term of August 14, 2024, through June 30, 2025.

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite to approve the appointment of Mr. Donald J. Yoder Jr. to become a member of the CCA Board of Trustees for the term of August 14, 2024, through June 30, 2025.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

e. Approval of Special Education settlement matter as discussed during Executive Session.

There being no further discussion, a motion was made by Mr. Haste and seconded by Ms. Jackson to approve the Special Education settlement matter as discussed during Executive Session.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

VIII. Oral Reports

a. Operations Report

Mr. Datorre informed the Board that the CCA is preparing for the beginning of the 2024-25 school year and reviewed the 2024-25 School Year Preparations presentation with the Board.
Mr. Datorre informed the Board that 94% of CCA families indicated they will return this school year.

Mr. Datorre added that CCA will begin the 2024-25 with approximately 27,381 students.

Mr. Datorre informed the Board that many learners come to CCA in their ninth or tenth-grade year and CCA is their last hope before dropping out of school. Mr. Datorre informed the Board that according to a survey conducted by CCA, flexibility is the number one reason parents choose to enroll their students.

Ms. Jackson and Mr. Piccola offered comments on why parents choose to send their students to CCA and the importance of focusing on these results.

Ms. Jackson asked Mr. Datorre to speak on CCA's ability to personalize education. Mr. Datorre reviewed CCA's ability to personalize education with its extensive course catalog offerings, cross-curricular learning, and agreements with trade schools throughout the state.

Mr. Datorre informed the Board that CCA's Back-to-School event begins on August 19, 2024.

Mr. Longenecker informed the Board that a Birthday Bash took place at the Capital Campus for CCA learners with summer birthdays.

Mr. Datorre reported CCA's total staff count as of Monday, August 12, was 2,302 with a 23:1 student-teacher ratio at all levels, and 248 new teachers hired from last school year to the beginning of the 2024-25 school year.

Ms. Sink informed the Board that CCA is well-prepared to welcome back teachers and staff for the 2024-25 school year.

Mr. Datorre informed the Board that reports from additional departments will be offered at future board meetings.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board.

Ms. Russo informed the Board that the board reports are reflective of May and June 2024 numbers. Fourth quarter community class reimbursement payments and June internet subsidy payments were disbursed to CCA families. She reviewed the financial reports and the ESSER funding with the Board.

Ms. Russo informed the Board that we are actively investigating competitive interest rates on our funds.

Ms. Russo informed the Board that the Pennsylvania Federal Program Coordinators selected Mr. Regis Barwin as an Alternate Charter School Representative for a two-year term. In this position, he will assist charter schools, both cyber and brick-and-mortar, with Federal Program Compliance.

Mr. Hite informed the Board of the potential decrease in interest rates, and Ms. Russo informed the Board that she will discuss possible adjusted interest rates at the September board meeting.

c. President and CEO Report

Mr. Longenecker informed the Board that the first day of school for the 2024-25 school year is on September 4, 2024. He reported this time of year is very exciting and he congratulated the CCA leadership team for their hard work in preparing for the new school year.

Mr. Longencker informed the Board that he will address the Family Mentors on August 16 and offer Welcome Back comments to the new teachers on August 20. He reported that the Back-to-School

kick-off begins on August 21, with approximately 2,300 staff attending live and virtually throughout the state.

Mr. Longenecker informed the Board that CCA is working with school districts on enhancing their curriculum. He also informed the Board that he plans to visit CCA Family Service Centers throughout Pennsylvania.

He informed the Board that CCA's goal is to serve students and families well this school year.

IX. Information Items

Mr. Piccola reminded the Board that the next Board meeting and the Board retreat will take place on September 14, 2024.

X. Board Trustee Comments

Mr. Hite added that the biggest disappointment from a CCA Board member and caretaker perspective is how CCA is perceived negatively and the possibility of the legislature taking away school choice from families and students. Mr. Hite called on CCA families to use their voices to let the legislature know how well CCA students are doing. Ms. Jackson commented that CCA offers help and school districts need to ask CCA for help.

XI. Adjournment and Next Meeting Date September 14, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for September 14, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:34 AM.

Approved on September 14, 2024

Sharon Pallotta, Assistant Secretary

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
September 14, 2024 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:30 a.m. when all participants were present and able to hear each other.

II. Roll Call

Ms. Pallotta conducted roll call for the Board of Trustees.

Board Members Present:	Lil Jackson, Jeffrey Piccola, Marcus Hite, Rob Barr, Joe Curcillo, Jeff Haste
Guests Present:	Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Danielle Mariano, Faith Russo, Natasha Shane, Joanna Shelley, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel; Brian Kimmett

[Mr. Yoder gave his proxy to Mr. Piccola].

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss legal matters, Special Education matters, proprietary matters, and confidential student and family matters.

The following Action Item resulted from Executive Session:

Action Item b. Approval of Special Education arrangement as discussed during Executive Session.

Executive Session ended at 10:09 a.m.
Public Session began at 10:20 a.m.

IV. Approval of Agenda

Mr. Piccola, Board Chairman, informed the Board of the addition of Action Item b. to the agenda.

Action Item b. Approval of Special Education arrangement as discussed during Executive Session.

Mr. Piccola asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Hite and seconded by Ms. Jackson to approve the agenda as amended.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes. Mr. Piccola held Mr. Yoder's proxy.

V. Public Comment

There were no public comments.

VI. Approval of Consent Items – J. Piccola

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the Consent Items as follows:

a. Approval of Minutes from August 14, 2024, Board meeting
b. Approval of Board Payables
c. Approval of Staffing Report
d. Approval of proposals, agreements, and purchases

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes. Mr. Piccola held Mr. Yoder's proxy.

VII. Approval of Action Items – J. Piccola

a. Approval of proposals, agreements, and purchases
Mr. Longenecker referred the Board to the Action Items table in the board packet.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes. Mr. Piccola held Mr. Yoder's proxy.

b. Approval of Special Education arrangement as discussed during Executive Session.
There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite to approve the Special Education arrangement as discussed during Executive Session.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes. Mr. Piccola held Mr. Yoder's proxy.

VIII. Oral Reports

a. Operations Report

Mr. Datorre informed the Board that the CCA remains strong in terms of staffing.

Mr. Datorre informed the Board that Michelle Orcutt, Provost of Special Education, was invited to speak at the Bureau of Special Education Conference, and Dana Moreno, Senior Vice President of School Improvement, was invited to speak at the Annual School Improvement Conference.

Mr. Datorre informed the Board that CCA received the Pennsylvania Art Education Association's award for Outstanding Visual Arts Community 2024 and CCA is the only cyber charter school in the state to receive this award. Mr. Datorre thanked CCA's art teachers and staff for their efforts.

Mr. Datorre informed the Board that the Back-to-School Bashes are in full swing and allow CCA families to socialize and experience in-person events.

Mr. Piccola inquired about CCA's enrollment on the first student day of 2024 versus the first student day of 2023. Mr. Datorre informed Mr. Piccola that 28,629 learners were enrolled for the first student day of the 2024-25 school year, and 23,045 learners were enrolled for the first day of the 2023-24 school year. Mr. Datorre informed the Board that year after year, families are seeking CCA as a school of choice for their learners. Mr. Piccola and the Board of CCA Trustees thanked CCA's team for all of their efforts.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board.

Ms. Russo informed the Board that there are no forecast numbers in the July 2024 financial reports since it is too early in the school year to predict these numbers. Ms. Russo directed the Board to contact her with any questions regarding the July 2024 financial reports. Ms. Russo informed the Board that the fieldwork is beginning the week of September 30th for the 2023-24 school year audit.

c. President and CEO Report

Mr. Longenecker referred the Board to the Facilities Photos in BoardEffect.

Mr. Longenecker informed the Board that he will have the opportunity to speak at an English and a Spanish Coffee Talk next week which is hosted through CCA's Family Mentor division.

Mr. Longenecker informed the Board that MedWorks activities and field trips will begin in October 2024.

Mr. Longenecker informed the Board that 250 new teachers began with CCA this year.

IX. Information Items

Mr. Piccola reminded the Board that the CCA Board of Trustees will reconvene in Executive Session at the conclusion of today's Public Session.

X. Board Trustee Comments

There were no Board Trustee comments.

XI. Adjournment and Next Meeting Date October 9, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for October 9, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 10:35 AM.

Approved on 10/9/2024

Sharon Pallotta, Assistant Secretary

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
October 9, 2024 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Via Video

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:36 a.m. when all participants were present and able to hear each other.

II. Executive Session

Executive Session was held to discuss proprietary matters, confidential student matters, employee matters, litigation matters, Special Education matters, and real estate matters.

The following Action Item resulted from Executive Session:

Action Item b. Approval to authorize the Board Chair to execute a special education arrangement as discussed in Executive Session.

Executive Session ended at 9:50 a.m.
Public Session began at 9:58 a.m.

III. Roll Call

Ms. Pallotta conducted roll call for the Board of Trustees and Board Counsel.

Board Members Present: Lil Jackson, Jeffrey Piccola, Marcus Hite, Rob Barr, Joe Curcillo, Jeff Haste (In Person), Donald Yoder (Via Video); Board Counsel, Phil Murren (In Person), Katherine Fitz-Patrick (Via Video)

Mr. Longenecker introduced the guests present.

Guests Present:	Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Christy Sink, Faith Russo, Joanna Shelley, Celeste Beard-Ward, School Staff; Tim Potts
Guests Via Video:	Natasha Shane (School Staff), Zachary Miller, Zoe Miller

IV. Approval of Agenda

Mr. Piccola, Board Chairman, asked for a motion to add Action Item b. Approval to authorize the Board Chair to execute a special education arrangement as discussed in Executive Session to the agenda. A motion was made by Mr. Haste and seconded by Mr. Hite to add Action Item b. to the agenda. There being no further discussion, and no dissenting votes, the motion was approved.

Mr. Piccola asked for a motion to approve the October 9, 2024 board meeting agenda as amended. A motion was made by Mr. Barr and seconded by Mr. Yoder to approve the October 9, 2024 board meeting agenda as amended.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

V. Public Comment

There were no public comments.

VI. Approval of Consent Items – J. Piccola

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the Consent Items as follows:

a. Approval of Minutes from September 14, 2024, Board meeting
b. Approval of Board Payables
c. Approval of Staffing Report
d. Approval of proposals, agreements, and purchases
e. Approval of the 2024-2025 Personnel Report

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

VII. Approval of Action Items – J. Piccola

a. Approval of proposals, agreements, and purchases
Mr. Longenecker referred the Board to the Action Items table in the board packet.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

b. Approval to authorize the Board Chair to execute a special education arrangement as discussed in Executive Session

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Haste to authorize the Board Chair to execute a special education arrangement as discussed in Executive Session.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

VIII. Oral Reports

a. Operations Report

Mr. Datorre's report included the following.

CCA launched its new Elementary and Middle School ELA program this year. It is a completely proprietary program. Families and teachers continue to adjust to the new program, and CCA's Learning Department and Elementary and Middle School staff are monitoring the implementation and refining their teaching to meet learner needs and family requests.

The iReady and mClass diagnostic windows are open and will close on October 25.

CCA is tracking graduation cohorts for newly enrolled high school students. Updated data through the end of September reveals that close to 25% of newly enrolled high school students in CCA are out of their 4-year graduation cohort.

Mr. Schultz updated the Board on how CCA is prepared to implement the paperwork and other compliance requirements for Act 55, 22 Pa. code Chapter 16 (special education for gifted students). Mr. Piccola added that before Act 55, CCA provided enrichment opportunities to CCA students. Mr. Schultz informed the Board that CCA will have no issues formalizing this program.

Mr. Datorre informed the Board that according to the School Code amendments, cyber charter schools must comply with the Educator Evaluation requirements of Act 13 of 2020. Mr. Schultz added that student PSSA scores will now be attributed to the teachers. Mr. Piccola inquired if CCA could add iReady as part of the teacher evaluation. Mr. Schultz informed Mr. Piccola that the state allows for this flexibility.

Mr. Datorre updated the Board on CCA's Student Services program. He reported that the number of homeless students and pregnant and parenting students has increased. CCA currently has 366 students experiencing homelessness and 311 pregnant and parenting students, which is an increase of 46% compared to this time last year. Enrollment of students qualifying for EL services continues to grow. As of October 4, 2024, 877 students qualified for additional EL support services, which is a 30% increase compared to last year at this time. Mr. Longenecker informed the Board that CCA has a high poverty rate and CCA works on educating students after hours.

Ms. Shane informed the Board that CCA has scheduled 1,069 field trips so far this school year and picture days are in full swing. She informed the Board that CCA is approaching 50,000 field trip registrations.

Mr. Datorre informed the Board that the buildout for the Malvern data center is complete and the Harrisburg data center is still being developed. CCA is looking for other opportunities to develop data centers.

Mr. Datorre reported that CCA's enrollment as of October 8, 2024, was 29,782.

Mr. Sink informed the Board that CCA continues to hire staff and the applicant pool remains strong. CCA continues to hire a 23:1 learner-to-teacher goal for each program. CCA held in-person information sessions at the Malvern and Erie Family Service Centers. There were 150 attendees at the first virtual information session for this school year. CCA will continue to hold monthly virtual information sessions.

Mr. Longenecker informed the Board that CCA is enrolling approximately 400 students per week.

Mr. Datorre informed the Board that CCA will hold the first Career Expo of the school year at the Capital Campus Family Service Center on Friday, October 18, 2024. CCA will hold the next Career Expo at the Waterfront Family Service Center on November 12, 2024. CCA's Work Ready Wednesday/Career Readiness Panel will host CCA alum and 2024 graduation speaker, Julianna Good on October 9, 2021. CCA will also host a Career Readiness panel on October 10, 2024, which fits in with CCA's Teachers of Tomorrow Program.

Mr. Datorre added that 534 CCA students are currently enrolled in dual enrollment/credential programs, while 10 CCA students are enrolled in CTC programs.

Mr. Datorre informed the Board that Jacelyn Marlowe, Director of MedWorks, co-presented a lesson with a high school Anatomy and Physiology teacher to over 50 students, and she has planned other field trips to kick off this new CCAWorks program.

Mr. Datorre informed the Board that CCA's new AquaJack will travel to several schools throughout the state this year and appear at the Farm Show.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board.

Ms. Russo reviewed the financial statements with the Board.

Ms. Russo informed the Board that CCA paid for 6,181 summer learning boxes in August for CCA learners. This initiative has grown since it was implemented. She added that these boxes are sent to CCA students over the summer to provide support and engagement and for CCA to have a presence in the student's lives over the summer. Mr. Longenecker added that these are STEM-focused, age-appropriate boxes.

Ms. Russo reviewed new interest rates for CCA's funds that will be included in the upcoming month's investment report.

c. President and CEO Report

Mr. Longenecker reminded the Board that today CCA approved another partnership with Overbrook School for the Blind. He informed the board that through these types of Educational Services Agreements, CCA is currently helping 106 students even though they are not enrolled in CCA.

Mr. Longenecker informed the Board that on Monday, October 7, State Representative Rob Mercuri, USDA, PA Farm Service Agency State Executive Director Heidi Secord, and Pasa (Pennsylvania Sustainable Agriculture) board member Jessie Smith visited AgWorks and it was a very productive visit.

Mr. Longenecker informed the Board that Representative Mercuri also visited the TechWorks at CCA and he appreciates that CCA is focusing on Pennsylvania jobs.

Mr. Longenecker informed the Board that CCA was named One of Central Pennsylvania's Best Places to Work for the third year in a row. He added that he is proud of the work of the entire CCA team and their support for CCA.

IX. Information Items

There were no Information Items.

X. Board Trustee Comments

Mr. Hite congratulated the CCA Senior Management team and staff for all of their efforts and for bringing on candidates as we see growth. He added that students, teachers, and superintendents are frustrated with public schools and are seeking CCA. Ms. Jackson offered congratulations to the staff.

XI. Adjournment and Next Meeting Date November 13, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for November 13, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:01 AM.

Approved on 11/13/2024

Sharon Pallotta, Assistant Secretary

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
November 13, 2024 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Via Video

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:36 a.m. when all participants were present and able to hear each other.

II. Executive Session

Executive Session was held to discuss real estate updates, legal matters, personnel matters, and other confidential matters.

Executive Session ended at 9:30 a.m.
Public Session began at 9:40 a.m.

III. Roll Call

Ms. Pallotta conducted roll call for the Board of Trustees and Board Counsel.

Board Members Present: Lil Jackson, Jeffrey Piccola, Rob Barr, Joe Curcillo, Jeff Haste (In Person), Donald Yoder, Marcus Hite (Via Video); Board Counsel, Katherine Fitz-Patrick.

Mr. Longenecker introduced the guests present.

Guests In Person: Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Danielle Mariano, Christy Sink, Joanna Shelley, Faith Russo (School Staff); Tim Potts, Brian Kimmett

Guests Via Video: Natasha Shane, Elizabeth Gross, Kimberly Hunter (School Staff), William Beasley, Jessica Beasley, Jim Malliard

IV. Approval of Agenda

Mr. Piccola, Board Chairman, asked if there were any changes to be made to the November 13, 2024 board meeting agenda. There being no items to discuss, Mr. Piccola asked for a motion to approve the November 13, 2024 board meeting agenda. A motion was made by Mr. Curcillo and seconded by Mr. Haste to approve the November 13, 2024 Board meeting agenda.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes. Mr. Piccola held Mr. Yoder's proxy.

V. Public Comment

Mr. Malliard offered comments of thanks to CCA.

Mr. Yoder joined the Public Session at 9:45 AM.

VI. Approval of Consent Items – J. Piccola

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the Consent Items as follows:

a. Approval of Minutes from October 9, 2024, Board meeting
b. Approval of Board Payables
c. Approval of Staffing Report
d. Approval of Board Policies (First Reading)
e. Approval of proposals, agreements, and purchases
f. Approval of Community, Parent, and Local Business members for the Comprehensive School Improvement Committee and Professional Learning Committee for the 2024-2025 through 2026-2027 school years.
g. Approval of revisions to the CCA Course Catalog for the 2025-2026 school year

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes and 1 abstention by Mr. Haste. Mr. Haste will abstain regarding any and all votes pertaining to the firm of McNees Wallace and Nurick until further notice.

VII. Approval of Action Items – J. Piccola

a. Approval of proposals, agreements, and purchases
Mr. Datorre reviewed the Action Items chart and agreements with the Board.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

b. Approval of the Board of Trustees to serve as CCA's Audit Committee a committee of the whole

Mr. Piccola appointed Mr. Barr as Chairman of the Audit Committee. Mr. Longenecker added that CCA's current Finance Committee will be renamed the Audit Committee.

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Curcillo to approve the Board of Trustees to serve as CCA's Audit Committee a committee of the whole.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

c. Approval of 2024-2025 school year Focused Performance Objectives as discussed in Executive Session

Ms. Jackson acknowledged the FPO's and expressed her appreciation to Tom Longenecker, President and CEO.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Haste to approve the 2024-2025 school year Focused Performance Objectives as discussed in the Executive Session.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

d. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Barr to approve the additional staff, family mentor, and contractor payments as discussed in Executive Session.

Ms. Pallotta conducted a roll call vote. The motion passed with 7 affirmative votes.

VIII. Oral Reports

a. Operations Report

Mr. Schultz informed the Board of the following:

CCA administered the math iReady diagnostics second through eighth grade CCA learners and the testing window closed on November 6.

CCA will hold three regional Honors Society Induction ceremonies. The ceremonies will be held in person and virtually in Eastern, Western, and Central PA. Mr. Schultz will ensure the Board Trustees receive the dates and locations of the ceremonies.

Mr. Schultz informed the Board that Norman Miller has acclimated to his roll well and leads a great high school team. Mr. Schultz thanked the Board for their support in bringing Norman Miller on board at CCA.
Ms. Shelley informed the Board that there are currently 964 English Language Learners in grades K-12. Mr. Datorre added 25-27% of students who enroll with CCA are already out of cohort.

Mr. Datorre informed the Board that over 300 students and family members attended CCA's second in-person career expo which took place at the Waterfront Family Service Center on November 12. Mr. Datorre reminded the Board that anyone from the community is welcome to attend and speak with employers. The career expos are also open to K-12 students.

Mr. Datorre informed the Board that 47 of the 50 new staff members hired last month are teachers. He informed the Board that CCA hired 375 teachers since July 1, 2024.

Ms. Sink informed the Board that CCA continues to hold Information Sessions for candidates interested in applying with CCA. Ms. Sink reported that the applicant pool remains strong and that employee referrals are a great resource.

Mr. Piccola asked Ms. Sink to explain what Teachers on Assignment means. Ms. Sink elaborated that Teachers on Assignment are similar to substitute teachers in brick-and-mortar schools.

Mr. Datorre informed the Board that 31,035 learners are currently enrolled with CCA, which is 24% above last school year at this time. He reported that Special Education enrollment is approaching 9700 learners, which is 31% of CCA's enrollment. CCA reported an increase of 1,253 learners since last month. Mr. Datorre reported that 16-17% of CCA's enrollment is from Philadelphia while the Harrisburg School District is the second highest enrolling School District with CCA.

Mr. Haste and Mr. Datorre discussed the Special Education program, CCA's ability to modify curriculum, and related services can be scheduled around the learner's schedule at CCA.

Mr. Datorre reviewed locations where AquaJack visited since 2022. The new AquaJack debuted last week.

Mr. Datorre informed the Board that Leadership Harrisburg Area held its Community Leadership Series class at the CCA Capital Campus last week. CCA will host the Executive Leadership Series class in March along with the Leadership Harrisburg's Volunteer Fair.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board. Ms. Russo thanked the Board for approving the Dubois bids at today's Board meeting.

Ms. Russo and Mr. Piccola discussed CCA's ability to provide enough space for CCA staff at the current Family Service Centers.

Ms. Russo reviewed the financial statements with the Board. Ms. Russo informed the Board that the charts and graphs were added to the September financial statements and will continue to be added for the remainder of the school year.

Ms. Russo informed the Board that the independent audit is nearing completion. When Ms. Russo receives the draft financial statements, she will review them and then provide the financial statements to the Audit Committee for review.

c. President and CEO Report

Mr. Longenecker reminded the Board that CCA opens its Family Service Centers to the community. He informed the Board that the Capital Campus hosted over 100 police officers as they participated in a course during the last week of October.

Mr. Longenecker informed the Board that Representative Tom Jones from the 98th district visited the CCA Capital Campus on November 8. Representative Jones was excited to hear about the CCAWorks program and how CCA encourages learners to find jobs in Pennsylvania.

Mr. Longenecker informed the Board that CCA has enrolled 10,170 students this school year which has replaced last year's graduating class.

Mr. Longenecker reminded the Board that CCA continues to focus on one student at a time. He thanked the Board and CCA staff for their support.

Mr. Piccola thanked Mr. Longenecker and CCA staff for providing school choice.

IX. Information Items

Mr. Piccola reminded the Board that there is no Board meeting in December. He also reminded the Board that the January 8 Board meeting was moved to January 15, 2025 and that the new date was properly advertised.

X. Board Trustee Comments

Ms. Jackson congratulated William Beasley for receiving his merit badge. Ms. Jackson agreed with Mr. Malliard's comments and thanked Mr. Longenecker for his excellent job in leading CCA. Ms. Jackson thanked the CCA staff. Ms. Jackson thanked Mr. Piccola for keeping CCA moving forward.

XI. Adjournment and Next Meeting Date January 15, 2025, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for January 15, 2025, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 10:44 AM.

Approved on 1/15/2025

Sharon Pallotta, Assistant Secretary

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
January 15, 2025 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Via Video

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:31 a.m. when all participants were present and able to hear each other.

II. Executive Session

Executive Session was held to discuss Special Education matters, personnel matters, confidential student matters, real estate updates, and other legal matters.

Executive Session ended at 10:04 a.m.
Public Session began at 10:08 a.m.

III. Roll Call

Ms. Pallotta conducted roll call for the Board of Trustees and Board Counsel.

Board Members Present:	Lil Jackson, Jeffrey Piccola, Rob Barr, Marcus Hite, Donald Yoder (In Person); Board Counsel, Katherine Fitz-Patrick, Phil Murren

[Mr. Curcillo gave his proxy to Mr. Piccola].
Mr. Longenecker introduced the guests present.

Guests In Person:	Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Danielle Mariano, Christy Sink, Natasha Shane, Joanna Shelley, Faith Russo (School Staff)
Guests Via Video:	Zoe Miller, Zachary Miller, Susan Spicka, Jim Malliard

IV. Approval of Agenda

Mr. Piccola, Board Chairman, asked if there were any changes to be made to the January 15, 2025 board meeting agenda. There being no items to discuss, Mr. Piccola asked for a motion to approve the January 15, 2025 board meeting agenda. A motion was made by Mr. Hite and seconded by Mr. Barr to approve the January 15, 2025 board meeting agenda.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes. Mr. Piccola held Mr. Curcillo's proxy.

V. Public Comment

Mr. Malliard offered comments of thanks to CCA.

VI. Approval of Consent Items – J. Piccola

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the Consent Items as follows:

a. Approval of Revised October 9, 2024 Board meeting minutes
b. Approval of Minutes from November 13, 2024 Board Meeting
c. Approval of Board Payables
d. Approval of Staffing Report
e. Approval of Board Policies (Second Reading)
f. Approval of proposals, agreements, and purchases

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes. Mr. Piccola held Mr. Curcillo's proxy.

VII. Approval of Action Items – J. Piccola

a. Approval of proposals, agreements, and purchases

Mr. Longenecker reviewed the Action Items chart and agreements with the Board.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes. Mr.Piccola held Mr. Curcillo's proxy.

Approval of CCA 2025-2026 School Calendar and Twelve-Month Employee Holiday Calendar

Mr. Datorre reviewed the 2025-2026 School Calendar and the Twelve-Month Employee Holiday Calendar with the Board and noted that the 2025-2026 school year will start on September 3, 2025

after the Labor Day Holiday. Mr. Datorre also noted that August 15, 2025 is the first day for CCA teachers.
There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the CCA 2025-2026 School Calendar and Twelve-Month Employee Holiday Calendar.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes. Mr. Piccola held Mr. Curcillo's proxy.

b. Accept the resignation of Jeffrey T. Haste from the Commonwealth Charter Academy Board of Trustees, effective November 22, 2024.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Yoder to accept the resignation of Jeffrey T. Haste from the Commonwealth Charter Academy Board of Trustees, effective November 22, 2024.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes. Mr. Piccola held Mr. Curcillo's proxy.

c. Election of Vice Chair of the Commonwealth Charter Academy Board of Trustees

Mr. Piccola asked for a nomination for Vice Chair of the Commonwealth Charter Academy Board of Trustees. Mr. Hite nominated Mr. Curcillo. Ms. Jackson seconded the nomination for Mr. Curcillo. Mr. Piccola asked for a motion to close the nominations for Vice Chair of the Commonwealth Charter Academy Board of Trustees. A motion was made by Mr. Barr and seconded by Mr. Yoder to close the nominations for Vice Chair of the Commonwealth Charter Academy Board of Trustees.

Mr. Piccola asked the Secretary, Ms. Pallotta to conduct a roll call vote on the motion to elect Mr. Curcillo as the Vice Chair of the Commonwealth Charter Academy Board of Trustees.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes. Mr. Piccola held Mr. Curcillo's proxy.

d. Resolved that Thomas Longenecker be designated to serve as CCA's representative Voting Member in the Pennsylvania Association of Public Cyber Charter Schools, to serve until recalled by the CCA Board of Trustees.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Yoder to accept the Resolution that Thomas Longenecker be designated to serve as CCA's representative Voting Member in the Pennsylvania Association of Public Cyber Charter Schools, to serve until recalled by the CCA Board of Trustees.

Ms. Pallotta conducted a roll call vote. The motion passed with 5 affirmative votes and 1 abstention by Mr. Hite. Mr. Piccola held Mr. Curcillo's proxy.

VIII. Oral Reports

a. Operations Report

Mr. Datorre informed the Board that CCA is approaching the end of the semester. He reported there were 26,642 students enrolled with CCA last year at this time, and currently there are 32,781 students enrolled with CCA, an increase of approximately 6,200 students.

Mr. Datorre reviewed the number of students in Elementary School, Middle School, High School, and Special Education and informed the Board that there are 1,800 students in the application process. He reported that CCA is projecting 34,800 to 36,300 enrolled students by the end of the 2024-25 school year.

Mr. Datorre reported that the EL population at CCA continues to grow with 1,054 EL students enrolled as of yesterday.

Ms. Sink reported a total of 2,409 staff as of yesterday and informed the Board that the administrators are supporting the new teachers very well. Ms. Sink informed the Board that employee referrals remain CCA's greatest source for acquiring applicants. She informed the Board that CCA will hold a virtual information session this evening.

Mr. Schultz reported on CCA's successful new approach to the National Honors Society Induction ceremonies. He informed the Board that the team received many praises from caretakers who traveled a shorter distance and appreciated the shorter ceremonies. Mr. Schultz thanked Tim Eller and his team, and the High School and Middle School teams for their efforts in preparing the successful ceremonies.

Mr. Datorre informed the Board that CCA will hold a virtual career fair on February 26 for students and families at the CCA Capital Campus. He reported the Banker's Association asked if CCA could hold the Personal Finance Reality Fair at all CCA Family Service Centers in March 2025.

Mr. Datorre informed the Board that Joe Page, CCA's Director of Special Projects will resign from CCA and has accepted a full-time position in the PA National Guard.

Mr. Klingel updated the Board on the Powerschool ransomware attack that took place on a national scale and informed the Board that CCA was not affected because CCA self-hosts its Powerschool application. The Board expressed thanks to CCA.

Discussion took place with Mr. Hite and Mr. Datorre on the results of the enrollment survey and the reasons that parents are enrolling their children with CCA. Mr. Hite asked for the turnaround time on enrolling a student with CCA. Mr. Datorre answered Mr. Hite that PDE expects a student to be enrolled within five business days. Ms. Mariano informed the board that school districts have ten business days to send the student records to CCA. She informed the board that some school districts are non-responsive which causes delays in the enrollment process.

b. Finance and Administration Report

Ms. Russo reviewed the facilities summary with the Board. Ms. Russo informed the Board that CCA will purchase the solar array on the Capital Campus roof. Discussion took place on the warranty and the cost of the solar array.

Ms. Russo presented October and November financial reports to the Board, reviewing the most recent month, November 2024. Ms. Russo informed the Board that CCA already began forecasting for the Special Education tuition funding reduction which will begin January 2025 through June 2025 as a result of the Act 55 being passed in July 2024.

Ms. Russo informed the Board that the independent auditors will present the 2023-24 school year independent audit at the February 7, 2025 Board Briefing, and the plan is for the Board to accept the audit at the February 12, 2025 CCA board meeting.

Mr. Piccola announced that Mr. Barr will chair the Audit Committee meeting on February 7, 2025.

c. President and CEO Report

Mr. Longenecker thanked today's guests at the Board meeting and sent well-wishes and CCA's support to Mr. Malliard's daughter. Mr. Longenecker also wished Mr. Malliard's daughter a happy birthday as today is her birthday.

Mr. Longenecker reminded the Board that the 2024 Statement of Financial Interests forms are due to Ms. Pallotta by May 1, 2025.

Mr. Longenecker informed the Board that CCA is watching closely for the Governor's remarks on cyber schools.

Mr. Longenecker informed the Board that CCA invited several legislators to tour the CCA Capital Campus. Joanna McClinton, Speaker of the Pennsylvania House of Representatives will visit a CCA classroom.

IX. Information Items

Mr. Piccola informed the Board that he will participate in an interview through CCA's Rho Kappa National Social Studies Honor Society.

X. Board Trustee Comments

There were no Board Trustee Comments.

XI. Adjournment and Next Meeting Date February 12, 2025, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for February 12, 2025, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:06 AM.

Approved on February 12, 2025

Sharon L. Pallotta

Sharon Pallotta, Assistant Secretary

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
February 12, 2025 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Via Teleconference

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:31 a.m. when all participants were present and able to hear each other.

II. Executive Session

Executive Session was held to discuss legal matters, proprietary matters, Special Education matters, and confidential employee and student matters.

Executive Session ended at 9:26 a.m.
Public Session began at 9:36 a.m.

III. Roll Call

Ms. Pallotta conducted a roll call for the Board of Trustees.

Board Members Present:	Jeffrey Piccola, Rob Barr, Joe Curcillo (In Person), Lil Jackson, Donald Yoder (Via Teleconference)

Mr. Piccola introduced the Board Counsel: Katherine Fitz-Patrick, Phil Murren (In Person)

Guests In Person:	Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Danielle Mariano, Christy Sink, Natasha Shane, Joanna Shelley, Faith Russo (School Staff); Brian Kimmett
Guests Via Teleconference:	Zoe Miller, Zachary Miller

IV. Approval of Agenda

Mr. Piccola, Board Chairman, asked if there were any changes to be made to the February 12, 2025 board meeting agenda. There being no items to discuss, Mr. Piccola asked for a motion to approve the February 12, 2025 board meeting agenda. A motion was made by Ms. Jackson and seconded by Mr. Barr to approve the February 12, 2025 board meeting agenda.

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

V. Public Comment

There were no public comments.

VI. Approval of Consent Items – J. Piccola

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the Consent Items as follows:

a. Approval of Minutes from January 15, 2025 Board Meeting
b. Approval of Board Payables
c. Approval of Staffing Report
d. Approval of proposals, agreements, and purchases

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

VII. Approval of Action Items – J. Piccola

a. Approval of proposals, agreements, and purchases
Mr. Longenecker and Mr. Datorre reviewed the Action Items chart and agreements with the Board.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

b. Acceptance of 2023-24 audited financial statements
Mr. Piccola reminded the Board that in accordance with newly adopted requirements under Act 55 of 2024, CCA held an Audit Committee Meeting on February 7, 2025, which was open for the public to attend. Mr. Barr chaired the Audit Committee Meeting. Mr. Piccola reminded the Board that CCA received a clean audit report, and the Board will vote to accept the 2023-24 audited

financial statements at today's meeting. Ms. Russo reminded the Board that Herbein + Company, Inc. performed the audit, and she reiterated that CCA had an unmodified opinion audit report, which is a clean audit report for CCA.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Curcillo to accept the 2023-24 audited financial statements.

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

c. Approval of CCA board meeting calendar for 2025-26 school year
There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the CCA board meeting calendar for the 2025-26 school year.

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

d. Accept the resignation of Marcus Hite from the Commonwealth Charter Academy Board of Trustees, effective January 29, 2025
There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to accept the resignation of Marcus Hite from the Commonwealth Charter Academy Board of Trustees, effective January 29, 2025.

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

Mr. Piccola stated that the board accepts the resignation of Mr. Hite with regret as Mr. Hite was a valuable member of the CCA Board of Trustees. Mr. Longenecker informed the Board that Mr. Hite will still work closely with CCA as he is now the Executive Director of the Pennsylvania Association of Public Cyber Charter Schools.

VIII. Oral Reports

a. Operations Report
Mr. Schultz discussed the i-Ready and mCLASS diagnostic assessments administered to CCA learners. Mr. Schultz informed the Board that the mCLASS assessment is a new assessment tool CCA will use this year for reading and math. mCLASS is a research-based assessment aligned with PDE's structured literacy requirements.

Mr. Piccola requested that the Board receive a report twice per year on the academic achievement of students out of the cohort who are using mCLASS.

Mr. Schultz added that the Winter i-Ready and mCLASS assessment windows close on February 14.

Mr. Schultz informed the Board that Jacelyn Marlow, Director of MedWorks will hold the MedWorks Road Show at the Capital Campus on February 13. Mr. Schultz reviewed the schedule of events with the Board.

Mr. Klingel informed the Board that CCA learners are passing certification exams through the Cisco Program and the Dell program offered through CCA's TechWorks.

Mr. Datorre reported that CCA's current enrollment is 33,780 students across all grade levels, which is 1,000 more than last month. CCA is projecting a total enrollment of up to 36,000 students by the end of the 2024-25 school year.

Mr. Datorre informed the Board that the Banker's Association will host a Financial Reality Fair at the Capital Campus on March 4, 2025 and at the Wilkes Barre Family Service Center on March 3, 2025.

Mr. Datorre reported that 300 students graduated from CCA in January and are invited to walk in the June 2025 graduation ceremony. Mr. Longenecker added that CCA is contemplating holding a January graduation ceremony for January graduates next year.

Ms. Sink reported that the Human Resources department is preparing for the 2025-26 school year while still staffing for the 2024-25 school year. CCA will host a virtual Career Expo on February 26 at 3:00 PM. Mr. Datorre thanked all departments for working with the HR department to fulfill roles within CCA. Mr. Piccola added that CCA would like to have instructors work in a Family Service Center as much as possible, and CCA can assign staff to a Family Service Center close to their residence.

Mr. Datorre updated the Board on Student Services.

Mr. Datorre shared a PowerPoint presentation titled "Public School Monthly Transactions" with the Board to demonstrate that similar transactions occur with similar vendors through the school districts.

Mr. Yoder left the meeting at 10:29 AM.

Mr. Piccola offered comments supporting school choice and noted that PA Education Voters published a false and defamatory report against CCA. Mr. Piccola pointed out that many CCA resources are used to fulfill the many Right-to-Know requests CCA receives, which prevents the resources from being used to educate the students.

The board members thanked Mr. Datorre for the fair report on monthly public-school transactions.

b. Finance and Administration Report

Ms. Russo reviewed the facilities report with the Board. Mr. Piccola noted that it is more efficient for CCA to own Family Service Centers versus leasing. Ms. Russo noted CCA's facilities are purchased with cash and CCA does not have debt.

Ms. Russo presented the December financial reports to the Board. Ms. Russo noted that a CCA student teacher received an award through the PA Student Teacher Support program offered

through PHEAA. Ms. Russo noted that CCA paid the first instructional technology subsidy payments to families for 2024/25, which is required by law.

Ms. Russo presented the December other disbursement report to the Board. Ms. Russo noted that CCA paid for the Bethlehem property.

Ms. Russo reviewed the December revenues and expenditures with the Board.

Ms. Russo thanked the Board for accepting the 2023-24 audited financial statements today.

Ms. Russo reported that CCA received high praise on its Medical Access funding quality assurance review.

Mr. Longenecker informed the Board that one of CCA's accountants is a certified fraud examiner. Mr. Longenecker also informed the Board that CCA's Director of Business Operations is the alternate representative for charter schools regarding federal funding reviews of charter schools.

c. President and CEO Report

Mr. Longenecker informed the Board that the PDE, Pennsylvania Treasurer, Stacy Garrity, and other legislatures are invited to the Financial Reality fair. He informed the Board of the legislators scheduled to attend tours of the Capital Campus and visit CCA live classrooms.

IX. Information Items

There were no information items.

X. Board Trustee Comments

Mr. Piccola and Ms. Jackson offered words of appreciation to the CCA Board, staff, and CCA leadership.

XI. Adjournment and Next Meeting Date: April 9, 2025, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for April 9, 2025, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:13 AM.

Approved on 4-9-2025

Sharon Pallotta, Assistant Secretary

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
April 9, 2025 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Via Teleconference

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:36 a.m. when all participants were present and able to hear each other.

II. Executive Session

Mr. Skinner presented the School Safety and Security Annual Report during Executive Session. Executive Session was also held to discuss legal matters, proprietary matters, education matters, and confidential employee and student matters.

Executive Session ended at 9:33 a.m.
Public Session began at 9:40 a.m.

III. Roll Call

Ms. Pallotta conducted a roll call for the Board of Trustees.

Board Members Present:	Jeffrey Piccola, Rob Barr, Joe Curcillo, Lil Jackson
Guests In Person:	Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Danielle Mariano, Christy Sink, Joanna Shelley, Faith Russo (School Staff), Phil Murren, Katherine Fitz-Patrick (Board Counsel), Paula Aguilar
Guests Via Teleconference:	Natasha Shane, Amber Hohman, Nicole McMahon (School Staff), Zoe Miller, Zachary Miller, Oliver Morrison

[Mr. Yoder gave his proxy to Mr. Piccola].

IV. Approval of Agenda

Mr. Piccola, Board Chairman, asked if there were any changes to be made to the April 9, 2025 board meeting agenda. There being no items to discuss, Mr. Piccola asked for a motion to approve the April 9, 2025 board meeting agenda. A motion was made by Ms. Jackson and seconded by Mr. Barr to approve the April 9, 2025 board meeting agenda.

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

V. Public Comment

Zachary and Zoe Miller updated the Board on their participation in the Future Business Leaders of America State Leadership Conference. They informed the Board that another CCA student, Mackenzie McClure won 2nd place in her category and she will participate in Nationals. They also shared that CCA student Nathaniel Freed won 5th place in his category and will also participate in Nationals. Zachary and Zoe scored within the top 10 to 15. The Board congratulated Zachary, Zoe, Mackenzie, and Nathaniel.

VI. Approval of CCA Board Trustee

Mr. Piccola asked for a motion to approve the appointment of Mrs. Paula Aguilar to serve as a member of the CCA Board of Trustees for the term of April 9, 2025, through June 30, 2025.

A motion was made by Ms. Jackson and seconded by Mr. Barr to approve Mrs. Paula Aguilar to serve as a member of the CCA Board of Trustees for the term of April 9, 2025, through June 30, 2025.

Ms. Pallotta conducted a roll call vote.

The motion passed with five affirmative votes.

VII. Approval of Consent Items – J. Piccola

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the Consent Items as follows:

a. Approval of Minutes from February 12, 2025 Board Meeting
b. Approval of Board Payables
c. Approval of Staffing Report
d. Approval of proposals, agreements, and purchases
e. Approval of purchase of staff and student computer hardware and peripherals, software licenses, and web-accessible platforms, including replenishment and renewals, for regular school operations based on student enrollment and staff complement

f. Approval to authorize the President and CEO to dispose of surplus technology and inventory for retired courses or course materials
g. Approval of CCA Special Education Related Services and Evaluation contract

Ms. Pallotta conducted a roll call vote.

The motion passed with 6 affirmative votes.

VIII. Approval of Action Items – J. Piccola

a. Approval of proposals, agreements, and purchases

Mr. Datorre reviewed the Action Items chart and agreements with the Board.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Curcillo to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

b. Approval of 2025-26 General Fund Budget, including form PDE-2028 as prepared by administration

Mr. Barr reminded the Board of the Audit Committee meeting held on April 4, 2025 where the Board reviewed the 2025-26 General Fund Budget. Mr. Barr made a motion, and Ms. Jackson seconded the motion to approve the 2025-26 General Fund Budget, including form PDE-2028 as prepared by administration.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

c. Approval for the President and CEO to execute a letter of credit agreement for improvement on Oil City property

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the President and CEO to execute a letter of credit agreement for improvement on Oil City property.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

d. Approval of the Commonwealth Charter Academy K-12 Comprehensive School Guidance (Chapter 339) Plan

Mr. Datorre informed the Board that this Plan is an additional reporting requirement under Act 55. Mr. Schultz informed the Board that CCA already had a plan in place, but updated it to the newly required format and will submit it to the Pennsylvania Department of Education. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the Commonwealth Charter Academy K-12 Comprehensive School Guidance (Chapter 339) Plan.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

IX. Oral Reports

a. Operations Report

Mr. Datorre informed the Board that six CCA students participated in the Real-World Design Challenge and will move on to participate in the National Challenge in Washington D.C.

Mr. Datorre reported that CCA held a Financial Reality Fair hosted by the PA Bankers' Association in March. Ms. Jackson added that the Financial Reality Fair was an excellent, well-organized, and engaging activity. Mr. Datorre informed the Board that CCA received positive feedback from CCA families.

Mr. Schultz informed the Board that the third annual TechWorks Road Show is in progress, with close to 500 learners and families in attendance so far. He informed the Board that MedWorks and AgWorks will join the Road Show next year.

Mr. Datorre informed the Board that CCA Elementary Principal, Ross Hopple is enrolled in Leadership Harrisburg's Community Leadership Series, while CCA's Chief Human Resources Officer, Christy Sink is enrolled in Leadership Harrisburg's Executive Leadership Series. Mr. Datorre informed the Board that Leadership Harrisburg will hold its Volunteer Fair along with a blood drive at the Capital Campus on April 21, 2025.

Mr. Datorre informed the Board that Intent to Return opened on March 3rd. Over fifty-five percent of CCA families responded so far, and of the fifty-five percent, ninety-six percent indicated they will return next year.

Mr. Datorre added that 35,100 learners are currently enrolled with CCA. Mr. Datorre reviewed CCA's enrollment in elementary, middle, high school, and Special Education with the Board.

Mr. Datorre reported 11,088 English Language learners are currently enrolled with CCA.

Mr. Datorre reviewed Student Services information with the Board. Mr. Murren asked for the percentage of CCA students who are eligible for free and reduced meals. Mr. Datorre informed Mr. Murren that 64% of CCA's students are eligible for free and reduced meals.

Mr. Datorre informed the Board that 25% of students enrolling with CCA are already out of cohort.

Ms. Sink reviewed the staffing numbers with the Board. She reported a total staff count of 2,516.

Michelle Orcutt presented on the State of CCA's Department of Special Education. Mr. Datorre and the Board thanked the CCA Special Education team for all of the work they do for CCA.

b. Finance and Administration Report

Ms. Russo presented the January and February financial reports to the Board.
Ms. Russo reviewed the facilities report with the Board and informed the Board that the Mt. Pocono and Shippensburg Family Service Centers are close to opening, while a soft opening is planned for the Wyomissing Family Service Center in the summer of 2025.

Ms. Russo thanked the Board for approving the 2025-26 General Fund Budget.

c. President and CEO Report

Mr. Eller updated the Board on legislative visits to the CCA Capital Campus.

Mr. Eller informed the Board that State Treasurer, Stacy Garrity will visit the Capital Campus on May 13, 2025.

Mr. Longenecker informed the Board that CCA will hold a Career Fair on April 25, 2025 at the Malvern Family Service Center. Parents and students are encouraged to attend.

Mr. Longenecker informed the Board that Mr. Piccola arranged a meeting between CCA and the Director of the Pennsylvania Association of Rural and Small Schools (PARSS). The meeting took place on April 8, 2025.

Mr. Longenecker informed the Board that CCA will celebrate America's Semi-quincentennial and has formed a committee to plan events. CCA will begin the celebration on April 18, 2025 and celebrate throughout the whole year.

X. Information Items

There were no information items.

XI. Board Trustee Comments

There were no Board Trustee comments.

XII. Adjournment and Next Meeting Date: May 14, 2025, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for May 14, 2025, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:19 AM.

Approved on 5-14-2025

Sharon Pallotta, Assistant Secretary

Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
May 14, 2025 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Via Teleconference

I. Call to Order

Mr. Curcillo, Board Vice Chairman, called the meeting to order at 8:36 a.m. when all participants were present and able to hear each other.

II. Executive Session

Executive Session was held to discuss confidential matters, including pending and potential litigation, employment matters, property matters, and other internal pre-decisional and confidential proprietary matters.

Executive Session ended at 9:28 a.m.
Public Session began at 9:34 a.m.

III. Roll Call

Ms. Pallotta conducted a roll call for the Board of Trustees.

Board Members Present:	Rob Barr, Joe Curcillo, Paula Aguilar (In Person); Jeffrey Piccola, Lil Jackson, Don Yoder (via video)
Guests In Person:	Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Danielle Mariano, Christy Sink, Joanna Shelley, Faith Russo, Natasha Shane (School Staff), Phil Murren, Katherine Fitz-Patrick (Board Counsel); Oliver Morrison, Brian Kimmett
Guests Via Teleconference:	Samantha Melamed

IV. Approval of Agenda

Mr. Curcillo, Board Vice Chairman, asked if there were any changes to be made to the May 14, 2025 board meeting agenda. There being no items to discuss, Mr. Curcillo asked for a motion to approve the May 14, 2025 board meeting agenda. A motion was made by Mr. Barr and seconded by Mr. Yoder to approve the May 14, 2025 board meeting agenda.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

V. Public Comment

There were no public comments.

VI. Approval of Consent Items – J. Curcillo

Mr. Curcillo asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Piccola to approve the Consent Items as follows:

a. Approval of Minutes from April 9, 2025 Board Meeting
b. Approval of Board Payables
c. Approval of Staffing Report
d. Approval of proposals, agreements, and purchases

Ms. Pallotta conducted a roll call vote.

The motion passed with 6 affirmative votes.

VII. Approval of Action Items – J. Curcillo

a. Approval of proposals, agreements, and purchases
There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Yoder to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

b. Approval of medical, prescription, stop-loss, and dental benefits third-party administrators for the 2025-2026 through 2027-2028 school years
There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr to approve the medical, prescription, stop-loss, and dental benefits third-party administrators for the 2025-2026 through 2027-2028 school years.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

c. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve additional staff, family mentor, and contractor payments as discussed in Executive Session.

Ms. Pallotta conducted a roll call vote.

The motion passed with six affirmative votes.

VIII. Oral Reports

a. Operations Report

Mr. Datorre informed the Board of the hearings before the Pennsylvania House Education Committee that were held to discuss cyber charter school funding, where Reese Flurie, Board Chair of the Pennsylvania Coalition of Public Charter Schools testified in support of cyber charter schools. Mr. Datorre reviewed several of the inaccurate statements shared by the individuals who testified against cyber charter schools at the hearings.

Mr. Datorre informed the Board that CCA is preparing for CCA graduations, end-of-year activities, and ceremonies. He informed the Board that there are seven graduation ceremonies planned at four different locations throughout the state. He invited Board members to attend. Ms. Jackson encouraged the Board and others to attend the CCA graduations, as it is a great place to speak with CCA families.

Mr. Schultz updated the Board on Act 55 of 2024 and the changes in teacher evaluation.

Mr. Datorre informed the Board that open enrollment for CCA staff health care benefits begins this week.

He informed the Board that the Shippensburg Family Service Center is ready to open. A few staff members will move into the building for a soft opening.

Mr. Datorre reported that the GROW Program plant sale took place on May 16, and it was well attended. The GROW program allows Special Education students to attend in person and virtually while students attain work-readiness skills through the AgWorks at CCA program.

Mr. Datorre informed the Board that CCA's enrollment is currently 35,551, and enrollment last year at this time was 29,109. Mr. Datorre reviewed enrollment in Elementary, Middle School, High School, and Special Education with the Board. He reported that 1,800 families are in the process of applying for the next school year. He reported EL enrollment is 1,236.

Mr. Datorre updated the Board on Student Services.

Mr. Datorre informed the Board that so far, 33% of currently enrolled families have responded to Intent to Return. Of the 33%, 96% indicated they will return to CCA next school year. Intent to Return is open through June 30.

Ms. Sink reviewed the total staff count with the Board.

b. Finance and Administration Report
Ms. Russo reviewed the Facilities Report with the Board.
Ms. Russo presented the March financial reports to the Board.

c. President and CEO Report
Mr. Longenecker informed the Board of the meetings CCA held with state legislators. He reported that State Treasurer Stacy Garrity visited the Capital Campus on May 13th.

Mr. Longenecker reported that approximately 75 CCA students attended a Charter School rally at the Pennsylvania State Capitol on May 6.

Mr. Longenecker informed the Board that astronaut Duane "Digger" Carey visited the Capital Campus on May 28 and spoke with CCA students.

Mr. Longenecker reported that CCA has grown by 6400 students this school year. He thanked the Board for their support, guidance, and advice as CCA looks forward to the 2025-26 school year.

IX. Information Items

Mr. Piccola asked Board members to let him know of their intent to resume their roles on the Board of Trustees as the reorganization meeting is scheduled for June 11, 2025.

X. Board Trustee Comments

Mr. Curcillo and Ms. Jackson expressed thanks to the CCA Leadership team.

XI. Adjournment and Next Meeting Date: June 11, 2025, at 8:30 AM

There being no further business or discussion, Mr. Curcillo noted that the next Board meeting is scheduled for June 11, 2025, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 10:33 AM.

Approved on June 11, 2025

Faith Russo, Assistant Secretary

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 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
1	Abatta, Tyler	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	Math	8	100	0
2	Abbey, Christine	Biology 7-12 (8405) , English 7-12 (3230) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	Science	8	100	0
3	Abda, Sarah	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
4	Abel, Keri	Elementary K-6 (2810)	6	Science	8	100	0
5	Abrego, Catherine	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
6	Acker, Maggie	Art PK-12 (1405)	10-12	Art	8	100	0
7	Ackerman, Meagan	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	8	100	0
8	Adams , Jason	#N/A	8	Science	8	0	100
9	Adams, Andrea	Grades PK-4 (2825)	1	Co-Teaching	8	100	0
10	Adams, Jennipher	Special Education PK-12 (9225) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-12	FT Autistic Support	8	100	0
11	Adams, Kelly	Supervisory Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
12	Adams, Klayton	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
13	Adasczik, Nicole	Grades PK-4 (2825)	5	ELA	8	0	100
14	Aguilar, Sharon	Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	Itinerant Learning Support	8	100	0
15	Aharrah, Gary	Biology 7-12 (8405) , Mid-Level Science 6-9 (2880)	9	Biology	8	100	0
16	Ahner, Michaela	Social Studies 7-12 (8875) , English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Social Studies	8	100	0
17	Alaniz, Laurie	Music PK-12 (7205)	3	Music	8	100	0
18	Albertelli Fahringer, Lori	Grades PK-4 (2825)	4	Math/Science/Social Studies	8	100	0
19	Albright, Alyssa	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
20	Albright, Elizabeth	Social Studies 7-12 (8875) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	Social Studies	8	100	0
21	Alderton, Daniel	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
22	Alex, James	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	K-5	Principal Elementary	8	100	0
23	Alexeichik, Jennifer	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
24	Alima, Emilee	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	5	ELA	8	100	0
25	Alleman, Bryan	Career and Technical Machine Shop 7-12 (2043)	10-12	Bcit-Manufacturing	8	0	100

26	Altorfer, Priscilla	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6	Supervisor of Special Education	8	100	0
27	Ambler, Megan	Mathematics 7-12 (6800)	9	Math	8	100	0
28	Ametrano, Emily	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Supplemental Learning Support	8	100	0
29	Anderson, Angela	Earth and Space Science 7-12 (8440)	10	Science	8	100	0
30	Anderson, Sara	Elementary K-6 (2810)	K-5	Elementary Resource	8	100	0
31	Anderson, Thomas	Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education Expansion PK-8 (9228) , Principal PK-12 (1115)	9-12	Supervisor of Special Education	8	100	0
32	Andrews, Kristen	Bus-Computer-Info Tech PK-12 (1603) , Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	BCIT	8	100	0
33	Androski, Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Grade 1	8	100	0
34	Aney, Timothy	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	11-12	English	8	100	0
35	Annis, Danielle	Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ELA	8	100	0
36	Anthony, Lora	Bus-Computer-Info Tech PK-12 (1603) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Mathematics 7-12 (6800)	9-12	BCIT	8	100	0
37	Anthony, Madison	Music PK-12 (7205) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
38	Antonelli, Jessica	Elementary K-6 (2810) , English 7-12 (3230) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6-8	Supplemental Learning Support	8	100	0
39	Aponte, Emanuel	#N/A	9-12	Spanish	8	0	100
40	Appleton, Lesley	Early Childhood N-3 (2840) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Supplemental Learning Support	8	100	0
41	Apronti, Yvonne	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	FT Life Skills	8	100	0
42	Archer, Jill	Social Studies 7-12 (8875) , English 7-12 (3230)	10	English	8	100	0
43	Archinal, Samantha	Endorsement Instructional Coach PK-12 (1182) , Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	6-8	Supplemental Learning Support	8	100	0
44	Armstrong, Matthew	Chemistry 7-12 (8420)	10-12	Science	8	100	0
45	Arnold, Shannon	Elementary K-6 (2810)	6-8	Middle School Resource (General Ed	8	34	66
46	Artin, Kathryn	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6-8	Middle School Assistant Principal	8	100	0
47	Artley, Mark	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
48	Artman, Erika	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6	Math	8	100	0
49	Aruanno, Michael	Social Studies 7-12 (8875)	11	Social Studies	8	100	0
50	Ash, Joshua	Career and Technical Commercial Art 7-12 (2019)	10-12	Bcit-Marketing	8	0	100
51	Ashton , Artemisia	Biology 7-12 (8405) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9-12	Biology	8	100	0
52	Atiyeh, Sarah	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
53	Atkinson, Christine	Art PK-12 (1405)	7	Art	8	100	0
54	Atkinson, Kailey	Art PK-12 (1405)	9	Art	8	100	0
55	Auchey, Carol	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	Kindergarten	8	100	0
56	Augustin, Kathleen	Special Education PK-12 (9225) , Elementary K-6 (2810)	6-8	Itinerant Learning Support	8	100	0
57	Austin, Brittany	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
58	Azzalina, Andrea	Principal PK-12 (1115) , Elementary K-6 (2810)	K-5	Provost-Elementary	8	100	0

59	Azzolina Ii, Joseph	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	6	Social Studies	8	100	0
60	Bachman, Jessica	Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
61	Bachrach, Suzanne	Ment and/or Phys Handicapped K-12 (9235) , Secondary Principal 7-12 (1105) , Letter of Eligibility Superintendent PK-12 (1150)	9-12	Itinerant Learning Support	8	100	0
62	Badalamente, Erin	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
63	Badman, Abigail	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
64	Bagnato, Rosario	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
65	Bahorich, Kelly	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	Supplemental Learning Support	8	100	0
66	Bailey, Jennifer	Reading Specialist PK-12 (7650) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Math	8	100	0
67	Baim, Lyndsey	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
68	Bair, Stacie	Special Education PK-8 (9226) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	Math/Science/Social Studies	8	100	0
69	Bais, Brian	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Earth Science	8	100	0
70	Bajan, Jennifer	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
71	Baker, Brenda	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Emotional Support	8	100	0
72	Baker, Danielle	Art PK-12 (1405)	6	Art	8	100	0
73	Baker, Jason	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Elementary Gifted	8	100	0
74	Balch, Angela	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
75	Balgaroo, Leah	Elementary K-6 (2810)	5	ELA	8	100	0
76	Balogh, Lauren	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0
77	Balucha, Sara	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	8	100	0
78	Bame, Jahneva	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
79	Banas, Erin	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
80	Bandura, Jennifer	Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450) , Library Science PK-12 (6420)	9-12	Earth Science	8	100	0
81	Banerjee, Kelli	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Library Science PK-12 (6420)	6-8	Social Studies	8	100	0
82	Banks, Mariah	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
83	Bannister, Melissa	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	6-8	Middle School Assistant Principal	8	100	0
84	Banull , Cheryl	School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
85	Barber, Kathryn	Principal PK-12 (1115) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875)	6-8	Middle School Assistant Principal	8	100	0
86	Barclay, Cali	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Mathematics 7-12 (6800)	6	Math	8	100	0

87	Bargh, Andrew	English 7-12 (3230) , Music PK-12 (7205) , Social Studies 7-12 (8875)	6	ELA	8	100	0
88	Barlow, Jeffrey	Music PK-12 (7205)	6	Music	8	100	0
89	Barnes, Luke	Music PK-12 (7205)	9	Music	8	100	0
90	Barosi, Jessica	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	FT Autistic Support	8	100	0
91	Barrick, Jessica	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Itinerant Emotional Support	8	100	0
92	Barrick, Phillip	Music PK-12 (7205)	7	Music	8	100	0
93	Barron, Alesia	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT Life Skills	8	100	0
94	Barry, Dana	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
95	Bartel, Teresa	Special Education PK-12 (9231) , Early Childhood N-3 (2840) , Supervisory Supvr Early Childhood K-6 (2827)	6-8	Itinerant Learning Support	8	100	0
96	Bartnikiewicz, Brian	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
97	Barwin, Katelynn	Grades PK-4 (2825) , Special Education PK-8 (9226) , Principal PK-12 (1115)	K-12	Director Of School Counseling	8	100	0
98	Basel, Julia	Special Education PK-12 (9231) , Social Studies 7-12 (8875)	9-12	Itinerant Learning Support	8	100	0
99	Baseski, Julia	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0
100	Bashore, Jordan	Art PK-12 (1405)	9	Art	8	100	0
101	Baskwill, Paige	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	9-12	English Language Development	8	100	0
102	Bass, Lindsey	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
103	Bassett, Sadie	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
104	Bastian, Laura	Spanish PK-12 (4490)	9-12	Spanish	8	100	0
105	Batrack , Felicia	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
106	Batts, Natalie	Mathematics 7-12 (6800) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Math	8	100	0
107	Bauer, Ali	Biology 7-12 (8405) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	Science	8	100	0
108	Bauer, Amanda	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
109	Baughman , Bethany	Early Childhood N-3 (2840)	1	Math/Science/Social Studies	8	100	0
110	Baumbach, Brian	Technology Education PK-12 (6075)	10-12	Construction	8	100	0
111	Baumgardner, Bryce	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
112	Bayle, Kristy	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Grade 4 Special Education	8	100	0
113	Bayne, Jenna	School Speech & Language Pathologist PK-12 (1883)	K-12	Speech & Language Therapist	8	100	0
114	Bear, Michelle	Elementary K-6 (2810) , Special Education PK-12 (9225) , English 7-12 (3230)	K-5	Itinerant Emotional Support	8	100	0
115	Beard-Ward, Celeste	Principal PK-12 (1115) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	High School Principal	8	100	0
116	Beckett, Michael	English 7-12 (3230)	9-12	English	8	100	0
117	Bedford, Jessica	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
118	Bednash, Leanne	Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
119	Beegle, Andrew	English 7-12 (3230) , Mathematics 7-12 (6800) , Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Math	8	100	0

120	Beerman, Amy	Mathematics 7-12 (6800)	10	Math	8	100	0
121	Beers, Ruth	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
122	Begec, Rebecca	Spanish PK-12 (4490)	10-12	Spanish	8	100	0
123	Begian, Sara	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
124	Begis, Marsha	Biology 7-12 (8405)	10-12	Science	8	100	0
125	Behney, Allison	Elementary K-6 (2810) , Grades PK-4 (2825)	4	Math/Science/Social Studies	8	100	0
126	Beiter, Micah	Citizenship 7-12 (8825) , English 7-12 (3230) , Safety Ed/Driver Ed 7-12 (5215) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0
127	Belko, Kelsey	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
128	Bell, Lauren	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	Science	8	100	0
129	Bell, Nicole	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Supplemental Learning Support	8	100	0
130	Belluscio, Kristin	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	ELA	8	100	0
131	Belville, Renee	Art PK-12 (1405)	2 & 5	Art	8	100	0
132	Benjamin, Samantha	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
133	Bennett, Ashley	Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	Itinerant Learning Support	8	100	0
134	Bennett, Christopher	Elementary K-6 (2810)	6-8	Math	8	34	66
135	Benton, Tori	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Endorsement Mathematics Coach PK-12 (1183)	6-8	Math/Science/Art	8	75	25
136	Berchtold, Kaleena	Elementary K-6 (2810) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
137	Berdomas, Genevieve	Grades PK-4 (2825) , Special Education PK-8 (9226)	4-5	Itinerant Learning Support	8	100	0
138	Berkhamer, Amber	English 7-12 (3230) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	12	Supplemental Learning Support	8	100	0
139	Berkhimer, Bret	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
140	Berkstresser, Ronda	English 7-12 (3230)	8	Career Planning	8	100	0
141	Berman, Andrew	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
142	Berry, Thomas	Physics 7-12 (8470)	10-12	Physics	8	100	0
143	Besnecker, Breighann	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
144	Besnecker, Michael	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
145	Besten, Deborah	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Reading Specialist PK-12 (7650)	6-8	Supervisor of Special Education	8	100	0
146	Betz, Megan	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440)	9-12	Biology	8	100	0
147	Bialas, Melissa	Principal PK-12 (1115) , Supervisory Supvr Special Education PK-12 (9215) , Biology 7-12 (8405) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	High School Assistant Principal	8	100	0
148	Bieber, Paula	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Biology	8	100	0
149	Bieber, Steven	Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
150	Bigelow, Timothy	Health & Physical Educ PK-12 (4805)	2 & 5	Health/Physical Education	8	100	0
151	Biggs, Richard	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
152	Bihoreau, Stephan	French PK-12 (4410) , Spanish PK-12 (4490)	10-12	French	8	100	0
153	Bilby, Sarah	German PK-12 (4420) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Music PK-12 (7205)	9	German	8	100	0
154	Bilchak, Sarah	Elementary K-6 (2810)	K-5	Reading Specialist	8	0	100
155	Billet, Cortney	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9	Math	8	100	0
156	Billingslea, Melissa	Principal PK-12 (1115) , Special Education PK-12 (9225)	K-12	Supervisor of Special Education	8	100	0

157	Bilyo, Samantha	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	ELA	8	100	0
158	Bissinger, Tori	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	FT Autistic Support	8	100	0
159	Bitting, Zachary	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education PK-8 (9226)	7	Math	8	100	0
160	Bixler, Emma	English 7-12 (3230)	7	ELA	8	100	0
161	Bjerring, Barbara	Art PK-12 (1405)	9	Art	8	100	0
162	Blackman, Dalton	Social Studies 7-12 (8875)	10	Social Studies	8	100	0
163	Blaney, Courtney	, Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
164	Blankenbicker, Vicki	Social Studies 7-12 (8875)	11	Social Studies	8	100	0
165	Blauch, Ashley	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	K-12	Director Of Special Education	8	100	0
166	Blickley, Brian	General Science 7-12 (8450) , Biology 7-12 (8405)	9	Science	8	100	0
167	Blickley, Thomas	Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
168	Blisard, Karen	Elementary K-6 (2810)	3	ELA	8	100	0
169	Bloom, Tiffany	Elementary K-6 (2810) , Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	10	Supplemental Learning Support	8	100	0
170	Boccella, Lori	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Reading Specialist	8	0	100
171	Bochicchio, Stephanie	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	2	ELA	8	100	0
172	Bogan, Aimee	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
173	Bogert, Mary	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Science	8	100	0
174	Bologna, Traci	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Supplemental Learning Support	8	100	0
175	Bolsar, Rosanne	Elementary K-6 (2810)	6	Science	8	100	0
176	Bolton, Carina	Music PK-12 (7205)	6	Music	8	100	0
177	Bolton, Justin	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	Science	8	100	0
178	Bonawitz, Christina	Principal PK-12 (1115) , Early Childhood N-3 (2840)	K-5	Elementary Assistant Principal	8	100	0
179	Bond, Brianna	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
180	Bonniger, Samantha	Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
181	Bookwalter, Sabrina	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	Environmental Science	8	100	0
182	Booth, Marybeth	English 7-12 (3230) , Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
183	Booth, Rachel	Grades PK-4 (2825) , Music PK-12 (7205)	7	Music	8	100	0
184	Booz, Megan	Elementary K-6 (2810)	1	ELA	8	100	0
185	Borden, Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	ELA	8	100	0
186	Boris, Jennifer	Grades PK-4 (2825) , Social Studies 7-12 (8875) , Special Education PK-8 (9226)	6	Social Studies	8	100	0
187	Boroch, Giovana	Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	K-12	FT Learning Support	8	100	0
188	Borodach, Adam	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
189	Borosky, David	, Social Studies 7-12 (8875) , Ment and/or Phys Handicapped K-12 (9235) , Supervisory Supvr Special Education PK-12 (9215)	9-12	Supervisor of Special Education	8	100	0
190	Borosky, Julianna	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0

191	Borzak, Ashley	Cooperative Ed. 7-12 (2361) , Bus-Computer-Info Tech PK-12 (1603) , Marketing (Distributive) Ed PK-12 (1666)	9-12	BCIT	8	100	0
192	Bosco, Michelle	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9	Supplemental Learning Support	8	100	0
193	Bosiljevac, Krista	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Anatomy & Physiology	8	100	0
194	Bower , Brandon	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	High School Assistant Principal	8	100	0
195	Bower, Nicole	Special Education PK-12 (9225)	6	Supplemental Learning Support	8	100	0
196	Boyajian, Peter	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
197	Boyce, Mark	Music PK-12 (7205)	1	Music	8	100	0
198	Boyd, Kimberly	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Itinerant Learning Support	8	100	0
199	Boyde, David	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
200	Bozart, Christine	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	Supplemental Learning Support	8	100	0
201	Bradley, Danielle	Elementary K-6 (2810)	4	ELA	8	100	0
202	Brady, Lauren	Elementary K-6 (2810) , Endorsement Gifted PK-12 (1189)	4	ELA	8	100	0
203	Branagan, Jennifer	English 7-12 (3230)	11	English	8	100	0
204	Brandel, Renee	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Itinerant Learning Support	8	100	0
205	Brawner, Cherise	Elementary K-6 (2810)	3	ELA	8	100	0
206	Breen, Nicole	Elementary K-6 (2810)	5	Grade 5	8	100	0
207	Breininger, Tiffany	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
208	Brennan, Julie	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Reading Specialist	8	0	100
209	Brennen, Coleen	Biology 7-12 (8405) , General Science 7-12 (8450) , Family-Consumer Sci PK-12 (5600)	9-12	Biology	8	100	0
210	Brett, Suzanne	, Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	9-12	English Language Development	8	100	0
211	Brewster, Matthew	Art PK-12 (1405)	9	Art	8	100	0
212	Brice, Stacey	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	ELA	8	100	0
213	Bridgens, Anna	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	High School Assistant Principal	8	100	0
214	Brigaman, Matthew	Principal PK-12 (1115) , Administrative Career and Technical Admin Director 7-12 (2300) , Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9-12	BCIT	8	0	100
215	Brinker, Tyler	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
216	Briody, Jeanette	Mathematics 7-12 (6800)	9-11	Math	8	100	0
217	Brodbeck, Brianna	Career and Technical Cosmetology 7-12 (2023)	10-12	Cosmetology	8	0	100
218	Brodish, Robert	Grades PK-4 (2825) , Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	Social Studies	8	100	0
219	Brodish, Sarah	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9	Social Studies	8	100	0
220	Brodsky, Jacqueline	Biology 7-12 (8405) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	8	Science	8	100	0
221	Brogneri, Katie	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
222	Bromley, Sarah	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Itinerant Learning Support	8	100	0
223	Bronstein, Jessica	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
224	Brown, Ashley	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
225	Brown, Jennifer	Elementary K-6 (2810)	K-5	Math	8	100	0
226	Brown, Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810)	6	Science	8	100	0

227	Brown, Johanna	#N/A	9	Math	8	0	100
228	Brown, Lauren	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
229	Brown, Melanie	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , English 7-12 (3230)	9-12	English Language Development	8	100	0
230	Bruce, Brittany	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K	Math/Science/Social Studies	8	100	0
231	Bruce, Sarah	English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	Social Studies	8	100	0
232	Bruckman, Andrea	Mathematics 7-12 (6800)	10-12	Math	8	100	0
233	Bryniarski, Kelly	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Elementary Assistant Principal	8	100	0
234	Bshero, Amanda	Family-Consumer Sci PK-12 (5600) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Biology 7-12 (8405)	9-12	Biology	8	100	0
235	Bubul , Carrie	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	4	English Language Development	8	100	0
236	Buchbinder, Joanne	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9	Biology	8	100	0
237	Bucher, Summer	Health & Physical Educ PK-12 (4805)	11-12	Career Planning	8	100	0
238	Buck, Amy	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT Autistic Support	8	100	0
239	Buck, Maura	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
240	Buckenberger, Nicole	Elementary K-6 (2810) , Health & Physical Educ PK-12 (4805)	3	Health/Physical Education	8	100	0
241	Bucks, Crystal	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
242	Bucks, Ryan	English 7-12 (3230)	9	English	8	100	0
243	Buckwalter, Lauren	Biology 7-12 (8405) , General Science 7-12 (8450)	8	Science	8	100	0
244	Buckwalter, Michiyo	Japanese PK-12 (4440)	9-12	Japanese	8	100	0
245	Bumbarger, Kelsie	Elementary K-6 (2810)	6	Grade 6	8	100	0
246	Bundonis, Melinda	Social Studies 7-12 (8875) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6-8	Supplemental Learning Support	8	100	0
247	Burger, Erica	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	9	Math	8	100	0
248	Burger, Shawna	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
249	Burgy, Charles	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , Principal PK-12 (1115) , English 7-12 (3230)	9	BCIT	8	100	0
250	Burke , Ryan	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
251	Burke, Jacquelyn	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
252	Burke, Jordan	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
253	Burke, Monique	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	K-12	Supervisor of English Language Deve	8	100	0
254	Burke, Sean	Bus-Computer-Info Tech PK-12 (1603) , Cooperative Ed. 7-12 (2361) , Social Studies 7-12 (8875)	10-12	BCIT	8	100	0
255	Burkett, Jeremy	Reading Specialist PK-12 (7650) , Principal PK-12 (1115) , Elementary K-6 (2810)	6-8	Middle School Assistant Principal	8	100	0
256	Burkhardt, Heather	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	9-12	English	8	100	0
257	Burkhart, Crystal	Mathematics 7-12 (6800)	10	Geometry	8	100	0

258	Burkholder, Kristin	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	6	Health/Physical Education	8	100	0
259	Burkins, Maria	English 7-12 (3230)	12	English	8	100	0
260	Burmeister, Amanda	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
261	Burns, Lauren	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	1	ELA	8	100	0
262	Burnside, Molly	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Reading Specialist	8	0	100
263	Burpee, Bradley	Supervisory Supvr Curriculum & Inst PK-12 (2915) , Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075) , Administrative Career and Technical Admin Director 7-12 (2300) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
264	Busanic, Paula	#N/A	9-12	ASL	8	0	100
265	Butler, Christine	Elementary K-6 (2810)	6	ELA	8	100	0
266	Butler, Jessica	Grades PK-4 (2825)	K	Kindergarten	8	100	0
267	Butler, Joseph	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
268	Butz, Cayleigh	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Social Studies	8	100	0
269	Buzzelli, James	Principal PK-12 (1115) , Health & Physical Educ PK-12 (4805)	9-12	High School Assistant Principal	8	100	0
270	Buzzelli, Julie	English 7-12 (3230)	12	English	8	100	0
271	Bylotas, Emily	Grades PK-4 (2825) , Special Education PK-8 (9226) , Elementary & Secondary School Counselor PK-12 (1839)	K-2	FT Autistic Support	8	100	0
272	Byron, Renee	English 7-12 (3230)	12	English	8	100	0
273	Bytheway, Jennifer	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Supervisor of Special Education	8	100	0
274	Cagle, Megan	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
275	Calaman, Amanda	Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228)	9-12	Supplemental Learning Support	8	100	0
276	Calderone, Justin	Social Studies 7-12 (8875) , Communications 7-12 (3200) , English 7-12 (3230) , Principal PK-12 (1115)	9-12	English	8	100	0
277	Caldwell, Erik	Earth and Space Science 7-12 (8440)	10	Earth Science	8	100	0
278	Campbell, Danielle	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	6	ELA	8	100	0
279	Campbell, Kimberly	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
280	Campbell, Mackenzie	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	Math	8	0	100
281	Canfield, Lauren	Art PK-12 (1405)	9	Art	8	100	0
282	Canter, Raena	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
283	Capellan, Angel	English 7-12 (3230) , Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
284	Capitano, Jesse	Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
285	Caprari, Heather	Mathematics 7-12 (6800)	9	Math	8	100	0
286	Caraballo, Olivia	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-8 (9226)	K-2	FT Autistic Support	8	100	0
287	Carey, Nicole	Elementary K-6 (2810)	6	ELA	8	100	0
288	Carlini, Erika	English 7-12 (3230)	9-12	English	8	100	0
289	Carlisle, Taran	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-12	Special Education Resource	8	100	0
290	Carlomagno, Marissa	Mathematics 7-12 (6800)	9	Math	8	100	0
291	Carnes, Alanna	Social Studies 7-12 (8875)	10	Social Studies	8	100	0
292	Carnes, Andrew	Mathematics 7-12 (6800) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	10-12	Math	8	100	0

293	Carnes, Tricia	Mathematics 7-12 (6800)	9-12	Math	8	100	0
294	Carpency, Taia	Chemistry 7-12 (8420) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Social Studies 7-12 (8875)	7	Science	8	100	0
295	Carpenter, Daniel	Mathematics 7-12 (6800)	10-12	Math	8	100	0
296	Carr, Jason	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
297	Carraher, Megan	Music PK-12 (7205)	7	Music	8	100	0
298	Carrick, Samantha	Mathematics 7-12 (6800)	9	Math	8	100	0
299	Carroll, Kelly	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230)	9-12	English Language Development	8	100	0
300	Cartwright, Jessica	English 7-12 (3230)	9-12	English	8	100	0
301	Cartwright, Tracie	Early Childhood N-3 (2840) , Reading Specialist PK-12 (7650)	1	ELA	8	100	0
302	Case, Heather	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Math	8	100	0
303	Casey, Kimberly	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
304	Cass, Melissa	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	1	Math/Science/Social Studies	8	100	0
305	Castine, Carina	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	7	Math	8	100	0
306	Cavanagh, Sara	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
307	Cavanaugh, Kevin	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
308	Ceccoli, Marie	Biology 7-12 (8405) , Library Science PK-12 (6420)	9-12	Biology	8	100	0
309	Cerquone, Peggy	Elementary K-6 (2810)	K-5	Coding	8	0	100
310	Cerulla, Heather	School Speech & Language Pathologist PK-12 (1883)	K-12	Speech & Language Therapist	8	100	0
311	Cesaratto, Ashley	Music PK-12 (7205)	9	Music	8	100	0
312	Chambers, Sarah	Social Studies 7-12 (8875) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	12	Social Studies	8	100	0
313	Chang, Michelle	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Mid-Level Mathematics 6-9 (2860) , Citizenship 7-12 (8825) , Social Science 7-12 (8865)	6-8	Social Studies	8	100	0
314	Chapin, Tiffany	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	5	Grade 5	8	100	0
315	Chehovich, Michael	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Biology	8	100	0
316	Cherinchak, Rheanna	English 7-12 (3230)	9	English	8	100	0
317	Chesek, Alyssa	Citizenship 7-12 (8825)	9-12	Social Studies	8	100	0
318	Chichester, Corinne	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
319	Chidester, Anika	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Emotional Support	8	100	0
320	Childs, Jasmine	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
321	Chmil, Autumn	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	7	English Language Development	8	100	0
322	Chopko, Craig	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
323	Chorba, Brandon	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
324	Christiansen, Anna	Biology 7-12 (8405)	9	Biology	8	100	0
325	Christy, Ryan	Mathematics 7-12 (6800)	10	Math	8	100	0
326	Chuff, Kyle	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	Middle School Principal	8	100	0

327	Chuff, Shayna	Principal PK-12 (1115) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	High School Principal	8	100	0
328	Chukoskie, Emily	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
329	Chupela, Ciera	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	8	100	0
330	Chylak, Gabriele	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
331	Cinti, Brianna	English 7-12 (3230)	9-12	English	8	100	0
332	Clark Ii, James	English 7-12 (3230)	11	English	8	100	0
333	Clark, Amanda	Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education PK-12 (9231)	8	Supplemental Learning Support	8	100	0
334	Clark, Christopher	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
335	Clawson, Ashley	Bus-Computer-Info Tech PK-12 (1603) , Marketing (Distributive) Ed PK-12 (1666) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880)	9	BCIT	8	100	0
336	Cline, Allyson	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
337	Clouser, Ashley	Endorsement Autism PK-12 (1180) , Grades PK-4 (2825)	3	ELA	8	100	0
338	Coassolo, Ashley	Early Childhood N-3 (2840)	1	Math/Science/Social Studies	8	100	0
339	Coates, Cristin	Special Education 7-12 (9227) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Biology	8	100	0
340	Coccetti, Samantha	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
341	Cochran, Angela	Mathematics 7-12 (6800)	9-12	Math	8	100	0
342	Colaizzi, Samantha	Special Education PK-12 (9231) , English 7-12 (3230)	9-12	Supplemental Learning Support	8	100	0
343	Colarusso, Edward	Principal PK-12 (1115) , Elementary K-6 (2810)	5	Math/Science	8	100	0
344	Cole, Anthony	#N/A	9-12	Music/Social Studies	8	0	100
345	Cole, Brittany	Special Education PK-8 (9226) , Grades PK-4 (2825)	6-8	Itinerant Learning Support	8	100	0
346	Cole, Michael	Ment and/or Phys Handicapped K-12 (9235) , Administrative Principal PK-12 (1115)	5	Supervisor of Special Education	8	100	0
347	Cole, Sarah	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	5	Math/Science/Social Studies	8	100	0
348	Coleman, Emily	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	6-8	English Language Development	8	100	0
349	Coleman, Ryan	Biology 7-12 (8405) , Elementary K-6 (2810) , English 7-12 (3230) , Library Science PK-12 (6420) , Mathematics 7-12 (6800) , Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Technology Education PK-12 (6075)	9-12	Science	8	100	0
350	Collins, Kelly	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440)	9	Biology	8	100	0
351	Collins, Kristi	Mathematics 7-12 (6800)	10-12	Math	8	100	0
352	Collum, Christopher	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
353	Colosimo, Cassie	Elementary K-6 (2810) , Special Education PK-8 (9226)	8	Supplemental Learning Support	8	100	0
354	Colpo, Sharon	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650) , Supervisory Supvr Special Education PK-12 (9215)	3	Supplemental Learning Support	8	100	0
355	Colson, Stacy	Elementary K-6 (2810)	4	ELA	8	100	0
356	Comegna, Brian	Principal PK-12 (1115) , Secondary School Counselor 7-12 (1837)	9-12	Supervisor of School Counseling	8	100	0
357	Comegna, Patricia	Mathematics 7-12 (6800)	10-12	Math	8	100	0

358	Comonie-Fino, Courtney	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Science	8	100	0
359	Confer, Sheila	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ELA	8	100	0
360	Conigliaro, Michael	Citizenship 7-12 (8825)	10-12	Social Studies	8	100	0
361	Conklin, Lindsay	Art PK-12 (1405)	7	Art	8	100	0
362	Conklin-Myers, Jennifer	Endorsement Autism PK-12 (1180) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
363	Conlon, Kelly	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Emotional Support	8	100	0
364	Conner, Shannon	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Library Science PK-12 (6420) , Reading Specialist PK-12 (7650)	9-12	High School Assistant Principal	8	100	0
365	Connolly, Lindsay	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	4	Math/Science/Social Studies	8	100	0
366	Connor, Bethany	Biology 7-12 (8405) , English 7-12 (3230) , Library Science PK-12 (6420) , Special Education 7-12 (9227)	10-12	Biology	8	100	0
367	Connor-Nicholls, Erin	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Itinerant Learning Support	8	100	0
368	Conrad, Ty	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
369	Consiglio, Season	Biology 7-12 (8405) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Environmental Educ PK-12 (4820)	9-12	Earth Science	8	100	0
370	Consiglio, Todd	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
371	Conti, Helena	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Supervisor of Special Education	8	100	0
372	Conway, Steven	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	Math	8	100	0
373	Cook, Corrie	Social Studies 7-12 (8875) , Art PK-12 (1405)	9	Social Studies	8	100	0
374	Cook, Kathryn	Grades PK-4 (2825)	3	ELA	8	100	0
375	Cook, Sara	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
376	Cool, Amielia	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
377	Coone, Michael	Principal PK-12 (1115) , English 7-12 (3230)	7	ELA	8	100	0
378	Cooper, Kania	#N/A	11	English	8	0	100
379	Cooper, Lisa	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
380	Cooper, Sarah	Grades PK-4 (2825)	2	ELA	8	100	0
381	Copenhaver, Luke	Mathematics 7-12 (6800)	10-12	Math	8	100	0
382	Cordaro, Melissa	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
383	Cordier, Julia	Special Education PK-12 (9225)	6-8	FT Learning Support	8	100	0
384	Corman, Michael	Art PK-12 (1405) , Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	9-12	Digital Art	8	100	0
385	Cornell, Kayleigh	Grades 5-6 (2826) , Grades PK-4 (2825)	6	Science	8	100	0
386	Corrado, Kaitlynn	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
387	Cory, Lindsay	Grades PK-4 (2825) , Library Science PK-12 (6420) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
388	Costello, Amy	Music PK-12 (7205)	4	Music	8	100	0
389	Coughlin, Amy	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	8	ELA	8	100	0

390	Courtright, Michael	Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075)	6-8	Dean Of Students	8	100	0
391	Coury, Wendy	Marketing 7-12 (1640) , , Typewriting 7-12 (1660)	10-12	BCIT	8	100	0
392	Cox, Brianne	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	9-12	Math	8	25	75
393	Coyle, Alexandra	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
394	Coyle, Brenda	Principal PK-12 (1115) , Elementary K-6 (2810) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	K-5	Elementary Assistant Principal	8	100	0
395	Cracolici, Justine	Bus-Computer-Info Tech PK-12 (1603) , Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	Itinerant Learning Support	8	100	0
396	Craig, Alissa	Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
397	Cramm, Jolene	Elementary K-6 (2810)	2	ELA	8	100	0
398	Crane, Nicole	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	8	Career Planning	8	100	0
399	Crawford, Jessica	French PK-12 (4410) , Spanish PK-12 (4490)	10-12	Spanish	8	100	0
400	Crawford, Nathan	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	Biology	8	100	0
401	Cribari, Megan	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	Supplemental Learning Support	8	100	0
402	Crider, Abby	Biology 7-12 (8405)	9-12	Biology	8	100	0
403	Crinella, Christian	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
404	Crist Jr, Joseph	Social Studies 7-12 (8875) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
405	Crock, Darcie	Grades PK-4 (2825)	1	ELA	8	100	0
406	Cronce, Margeaux	Family-Consumer Sci PK-12 (5600)	9-12	Family & Consumer Science	8	100	0
407	Cross, Heidi	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Math/Science/Social Studies	8	100	0
408	Crouse, Meghan	Mathematics 7-12 (6800) , Mathematics 7-12 (6800)	8	Math	8	100	0
409	Crum, Amanda	Grades PK-4 (2825) , Special Education PK-12 (9231)	6-8	Itinerant Learning Support	8	100	0
410	Crytzer, Brooke	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Itinerant Learning Support	8	100	0
411	Cuddy, Miriam	Elementary K-6 (2810) , Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
412	Cuevas, Timothy	General Science 7-12 (8450) , Special Education PK-12 (9225)	8	Science	8	100	0
413	Culp, Jennifer	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
414	Cuneo, Susan	English 7-12 (3230)	6	ELA	8	100	0
415	Cunningham, Ian	English 7-12 (3230) , Grades PK-4 (2825) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
416	Cunningham, Jenny	Special Education PK-8 (9226) , Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810)	6-8	Supervisor of Special Education	8	100	0
417	Currie Vento, Christina	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
418	Curry, Elizabeth	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
419	Curry, Hannah	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
420	Curzi, Bethany	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
421	Cush, Aliya	Mathematics 7-12 (6800)	10-12	Math	8	100	0
422	Cushatt, Timothy	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
423	Cwiertniewicz, Sara	Special Education PK-12 (9231) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Supplemental Learning Support	8	100	0
424	Cyrus, Blake	English 7-12 (3230)	9-12	English	8	100	0
425	Cyrus, Carla	American Sign Language (ASL) PK-12 (4003)	9-12	ASL	8	100	0
426	Daczka, Stephanie	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
427	D'Addieco, Steven	English 7-12 (3230)	8	ELA	8	100	0

428	Dague, Victoria	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
429	Dalessandri-Fetterman, Melissa	Elementary K-6 (2810) , Special Education PK-12 (9225) , Bus-Computer-Info Tech PK-12 (1603)	11	BCIT	8	100	0
430	Dalton, Jennifer	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
431	Damato, Stephani	English 7-12 (3230) , Special Education 7-12 (9227)	10	English	8	100	0
432	Dameshek, Mitchell	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6	Supplemental Learning Support	8	100	0
433	D'Angelo, Brittany	Special Education PK-12 (9225)	K-5	Itinerant Learning Support	8	100	0
434	Daube, Dana	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Grades PK-4 (2825)	3	Supplemental Learning Support	8	100	0
435	Daubenspeck, Catherine	English 7-12 (3230)	11	English	8	100	0
436	Daum, Allan	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
437	Davin, Julia	English 7-12 (3230)	7	ELA	8	100	0
438	Davis , Jamie	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	7	ELA	8	100	0
439	Davis , Laura	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
440	Davis, Christine	English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
441	Davis, Joseph	Earth and Space Science 7-12 (8440)	10-12	Earth Science	8	100	0
442	Davis, Katherine	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
443	Davis, Marianne	Citizenship 7-12 (8825) , Special Education 7-12 (9227)	9-12	FT Life Skills	8	100	0
444	Davis, Melissa	Mid-Level English 6-9 (2850) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	6	Social Studies	8	100	0
445	Davis, Taylor	Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Endorsement Autism PK-12 (1180)	9-12	Social Studies	8	100	0
446	Davis, Zachary	Social Studies 7-12 (8875)	6-8	World Cultures/Communication	8	50	50
447	Day, Destiny	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650) , Principal PK-12 (1115) , English 7-12 (3230)	K-5	Principal Elementary	8	100	0
448	Day, Kendall	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
449	Dean, Alexander	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
450	Deangelis, Elizabeth	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	6	Science	8	100	0
451	Dearborn, Bethany	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	10-12	BCIT	8	100	0
452	Decker, Alison	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226) , Supervisory Supvr Special Education PK-12 (9215)	K-12	Supervisor of Special Education	8	100	0
453	Deconciliis-Davin, Samantha	Endorsement Autism PK-12 (1180) , English 7-12 (3230)	9	English	8	100	0
454	Dedominicis, Victoria	Communications 7-12 (3200)	9-12	English	8	100	0
455	Deemer , Judith	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Emotional Support	8	100	0
456	Deemer, Jonathan	Mathematics 7-12 (6800)	9-12	Math	8	100	0
457	Defilippo, Coleman	English 7-12 (3230)	9-12	English	8	100	0
458	Defloria, Erica	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	K-2	Itinerant Learning Support	8	100	0
459	Degennaro, Paula	Career and Technical Cosmetology 7-12 (2023)	9-12	Cosmetology	8	0	100
460	Degilio, Nyssa	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
461	Degulis, Danielle	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Special Education PK-8 (9226)	6-8	Itinerant Emotional Support	8	100	0

462	Del Sol, Jennifer	Spanish PK-12 (4490)	10-12	Spanish	8	100	0
463	Delfino, Cheryl	Grades PK-4 (2825) , Special Education PK-8 (9226)	10	Supplemental Learning Support	8	0	100
464	Delgado , Nicole	Special Education PK-12 (9231)	9-12	FT Life Skills	8	100	0
465	Dellapenta, Hilary	Bus-Computer-Info Tech PK-12 (1603) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
466	Delle Donne, Karen	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
467	Delmarcelle, Jana	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	6-8	Math	8	34	66
468	Delsite, Richard	English 7-12 (3230) , Grades PK-4 (2825)	2	ELA	8	100	0
469	Demetros, Amanda	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	8	100	0
470	Demme, Mackenzie	Endorsement Autism PK-12 (1180) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
471	Demming, Geoffrey	Biology 7-12 (8405)	10-12	Science	8	100	0
472	Demonaco, Jennifer	Elementary K-6 (2810) , Special Education PK-12 (9225) , Supervisory Supvr Special Education PK-12 (9215)	9-12	Itinerant Learning Support	8	100	0
473	Dempsey, Alysa	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
474	Dempsey, Alyssa	English 7-12 (3230)	8	ELA	8	100	0
475	Demshick, Meghan	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	K-5	Reading Specialist	8	100	0
476	Deng, Amanda	Ment and/or Phys Handicapped K-12 (9235) , Elementary K-6 (2810)	3-5	FT Autistic Support	8	100	0
477	Denoie, Briana	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
478	Denton, Joseph	Elementary K-6 (2810)	6	Science	8	100	0
479	Denton, Kimberly	Grades PK-4 (2825)	5	Math/Science/Social Studies	8	0	100
480	Deroo, Elizabeth	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
481	Derr, Alicia	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
482	Derr, Cody	Endorsement Online Instruction Program PK-12 (1184) , Biology 7-12 (8405) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
483	Despirito, Kristin	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	8	100	0
484	Despot, Jonathan	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	9-12	Health/Physical Education	8	100	0
485	Detweiler, Drew	Mathematics 7-12 (6800)	8	Math	8	100	0
486	Devarie, Alexandra	Grades PK-4 (2825)	3	Math/Science/Social Studies	8	100	0
487	Devincentis , Nicolette	Grades PK-4 (2825), Grades 5-6 (2826)	1	ELA	8	100	0
488	Devore, Erin	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-2	Itinerant Learning Support	8	100	0
489	Dewire, Amber	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	Math	8	100	0
490	Dewosky, Kimberly	Mathematics 7-12 (6800)	7	Math	8	100	0
491	Diehl, Michele	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Itinerant Emotional Support	8	100	0
492	Diehl, Rachel	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	FT Life Skills	8	100	0
493	Dierolf, Matthew	English 7-12 (3230)	11	English	8	100	0

494	Dietz, Christy	English 7-12 (3230)	9-12	English	8	100	0
495	Difilippo, Matthew	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-12 (9231)	K-5	Itinerant Learning Support	8	100	0
496	Difiore, Noelle	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	8	Supplemental Learning Support	8	100	0
497	Digiovanni-Burchard, Felicia	Art PK-12 (1405)	6	Art	8	100	0
498	Diltz, Kathleen	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Learning Support	8	100	0
499	Dimaio Jr, Gregory	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0
500	Dimaria, Amber	English 7-12 (3230)	7	ELA	8	100	0
501	Dimartini, Danielle	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
502	Dimascia , Nicolina	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	FT Life Skills	8	100	0
503	Dinan, Colleen	Biology 7-12 (8405)	9-12	Science	8	100	0
504	Dinardo, Amie	Hearing Impaired PK-12 (9205)	9-12	ASL	8	0	100
505	Dincher, Cassandra	Biology 7-12 (8405)	10-12	Biology	8	100	0
506	Dinko, Gina	Spanish PK-12 (4490)	9	Spanish	8	100	0
507	Dipersio, Kinsie	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
508	Disilvio, Marc	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	Social Studies	8	100	0
509	Ditmer, Karen	Mathematics 7-12 (6800)	10-12	Math	8	100	0
510	Dobay, Kyle	Communications 7-12 (3200) , Technology Education PK-12 (6075) , English 7-12 (3230)	9-12	English	8	100	0
511	Dobosh, Gabrielle	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
512	Dodson, Ronda	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440)	10-12	Earth Science	8	100	0
513	Doherty, Donna	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
514	Dolan, Megan	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades PK-4 (2825) , Special Education PK-8 (9226) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-8	English Language Development	8	100	0
515	Dolby, Breanne	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600)	3	ELA	8	100	0
516	Dolder, Lisa	English 7-12 (3230) , Library Science PK-12 (6420) , Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6	English Language Development	8	100	0
517	Doneluck, Cara	English 7-12 (3230)	10	English	8	100	0
518	Donis, Christina	Grades PK-4 (2825) , Special Education PK-8 (9226) , English 7-12 (3230) , Principal PK-12 (1115)	9-12	Supervisor of Special Education	8	100	0
519	Donnel, Logan	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Biology 7-12 (8405)	8	Science	8	100	0
520	Donofrio, Lauren	English 7-12 (3230)	9-12	English	8	100	0
521	Dorman, Andrew	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Biology	8	100	0
522	Dotterer, Caroline	Chemistry 7-12 (8420) , General Science 7-12 (8450)	9-12	Science	8	100	0
523	Doutt-Wargo, Nicole	Library Science PK-12 (6420) , Elementary K-6 (2810)	9-12	Career Planning	8	100	0
524	Downey, Witney	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	FT Learning Support	8	100	0
525	Drago, Nickolas	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
526	Drayer, Erin	English 7-12 (3230)	11	English	8	100	0

527	Dress, Lisa	Elementary K-6 (2810) , Special Education PK-12 (9225) , Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ELA	8	100	0
528	Dressler, Sarah	English 7-12 (3230)	9-12	English	8	100	0
529	Drevenak, Robert	Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
530	Driscoll, Sarah	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
531	Drost, Laura	Grades PK-4 (2825)	4	ELA	8	100	0
532	Drotar, Michael	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
533	Ructor, Amanda	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
534	Dudek, Rachel	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	4	ELA	8	100	0
535	Duffy, Julie	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT Life Skills	8	100	0
536	Duffy, Matthew	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
537	Dugas, Kyle	Biology 7-12 (8405)	9	Biology	8	100	0
538	Duke-Olesky, Shelby	Special Education PK-12 (9231)	9-12	FT Life Skills	8	100	0
539	Duncan, Kelly	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	4	Supplemental Learning Support	8	100	0
540	Duran, Carmon	General Science 7-12 (8450) , Music PK-12 (7205)	8	Science	8	100	0
541	Durkin, Sean	Social Studies 7-12 (8875)	6-8	World Cultures/Coding	8	50	50
542	Dyer, Andre	Special Education PK-12 (9231)	9-12	Itinerant Emotional Support	8	100	0
543	Dzuba, Michelle	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Family-Consumer Sci PK-12 (5600) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Letter of Eligibility Assistant Superintendent PK-12 (1155) , Elementary Principal K-6 (1100) , Principal PK-12 (1115)	9-12	Itinerant Learning Support	8	100	0
544	Dzurek, Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
545	Dzurko, David	Ind Arts/Technology Ed K-12 (6005) , Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
546	Eames, Kimberly	Elementary K-6 (2810) ,	3	Math/Science/Social Studies	8	100	0
547	Eastburn, Rebecca	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
548	Eastwood, Lisa	Ment and/or Phys Handicapped K-12 (9235) , Social Studies 7-12 (8875)	9-12	Itinerant Learning Support	8	100	0
549	Eckenrode, Marcella	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
550	Eckhardt, Amanda	Special Education 7-12 (9227) , English 7-12 (3230)	9-12	Supplemental Learning Support	8	100	0
551	Eckhardt, Nicholas	Mathematics 7-12 (6800)	9-12	Math	8	100	0
552	Eckman, Lacey	Health & Physical Educ PK-12 (4805)	8	Health/Physical Education	8	100	0
553	Edling, Delia	Mid-Level Citiz. Ed 6-9 (2870) , Elementary K-6 (2810) , English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , General Science 7-12 (8450)	7	Science	8	100	0
554	Edmonds, Keith	Elementary K-6 (2810) , Principal PK-12 (1115) , Mid-Level Mathematics 6-9 (2860)	9-12	High School Assistant Principal	8	100	0
555	Edwards Jr, Kenneth	Biology 7-12 (8405) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	Middle School Principal	8	100	0
556	Edwards, Alyssa	Mathematics 7-12 (6800)	9	Math	8	100	0
557	Egal, Courtney	Ment and/or Phys Handicapped K-12 (9235)	6-8	Itinerant Learning Support	8	100	0
558	Egyed, Caitlyn	Mathematics 7-12 (6800)	9-12	Math	8	100	0
559	Ehnot, Bridget	Grades PK-4 (2825)	1	Health/Physical Education	8	0	100
560	Ehnot, Ryan	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Middle School Special Education	8	100	0

561	Eiler, Jessica	English 7-12 (3230) , Library Science PK-12 (6420) , Bus-Computer-Info Tech PK-12 (1603)	7	ELA	8	100	0
562	Eisenhauer, Amy	Health & Physical Educ PK-12 (4805) , Health PK-12 (4810)	9	Health/Physical Education	8	100	0
563	Eisenhauer, Jenny	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	9-12	English Language Development	8	100	0
564	Eisenman, Kimberly	Special Education PK-12 (9231) , Elementary K-6 (2810)	9-12	Supplemental Learning Support	8	100	0
565	Elbert, Alexander	Endorsement Mathematics Coach PK-12 (1183) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Math	8	100	0
566	Elbert, Lesley	Endorsement Mathematics Coach PK-12 (1183) , Mathematics 7-12 (6800)	10-12	Geometry	8	100	0
567	Ellenberger, Maria	English 7-12 (3230)	9-12	English	8	100	0
568	Eller, Richard	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
569	Ellis, Brittany	Endorsement Autism PK-12 (1180) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
570	Ellison, Erin	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Hearing Impaired PK-12 (9205)	K-12	Hearing Impaired	8	100	0
571	Elm, Mandy	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6-8	ELA	8	100	0
572	Elmer, Danielle	Elementary K-6 (2810)	4	ELA	8	100	0
573	Emert, Alexander	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Biology 7-12 (8405)	10-12	Earth Science	8	100	0
574	Endres, Allison	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825)	2	ELA	8	100	0
575	Eneboe, Sara	Art PK-12 (1405)	9	Art	8	100	0
576	Enoch, April	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	8	100	0
577	Erb, Adrienne	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
578	Erdman, Stacy	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
579	Erdman, Tamee	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	Health/Physical Education & Driver E	8	100	0
580	Erdmann, Melissa	Family-Consumer Sci PK-12 (5600) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	6-8	Reading Specialist	8	100	0
581	Erler, William	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	8	Science	8	100	0
582	Ernyei, Karen	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	7	Science	8	100	0
583	Esworthy, Rebecca	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Library Science PK-12 (6420)	K-5	Reading Specialist	8	100	0
584	Ettinger, Jamie	English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870)	7	ELA	8	100	0
585	Evans, Amy	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	ELA	8	100	0
586	Evans, Julianna	English 7-12 (3230)	11-12	English	8	100	0
587	Evans, Melissa	Elementary K-6 (2810) , Social Studies 7-12 (8875)	6	Social Studies	8	100	0
588	Evans, Rebecca	Early Childhood N-3 (2840) , Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	6-8	Itinerant Learning Support	8	100	0

589	Ewing, William	English 7-12 (3230) , Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
590	Fagan, Brittany	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Math/Science	8	100	0
591	Fagan, Peter	, Early Childhood N-3 (2840)	7	Science	8	0	100
592	Fahnestock, Kelly	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
593	Fair, Ryan	Principal PK-12 (1115) , Earth and Space Science 7-12 (8440)	9-12	High School Assistant Principal	8	100	0
594	Fair, Valerie	Endorsement Online Instruction Program PK-12 (1184) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	Health/Physical Education	8	100	0
595	Falbo, Sarah	Art PK-12 (1405)	5	Art	8	100	0
596	Fanning, Rachel	Grades PK-4 (2825) , Special Education PK-8 (9226) , Grades 5-6 (2826) , Special Education Expansion 7-12 (9229)	9-12	Itinerant Learning Support	8	100	0
597	Farmer, Donita	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Science 6-9 (2880)	6	Science Honors	8	100	0
598	Farrell-Mummert, Teresa	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
599	Farster, Ashley	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Learning Support	8	100	0
600	Fassl, Phillip	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
601	Fathel, Gabrielle	Private School - Teacher Soc and Emotionally Dist K-12 (19260)	6-8	Special Education Resource	8	0	100
602	Faulhaber, Lisa	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Emotional Support	8	100	0
603	Fauth , Daniel	Mid-Level Mathematics 6-9 (2860) , Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
604	Fazio, Emily	Grades PK-4 (2825) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	4	Math/Science/Social Studies	8	100	0
605	Feddock, Jenna	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	Supplemental Learning Support	8	100	0
606	Fedorczyk, Marissa	Grades PK-4 (2825)	2	ELA	8	100	0
607	Feher Jr, Michael	Bus-Computer-Info Tech PK-12 (1603) , Music PK-12 (7205)	10-12	BCIT	8	100	0
608	Felder, David	Communications 7-12 (3200) , English 7-12 (3230)	9-12	English	8	100	0
609	Feltman, Kayla	Music PK-12 (7205)	K	Music	8	100	0
610	Fennell, Stacey	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
611	Fenstermaker, Emily	Library Science PK-12 (6420) , English 7-12 (3230)	9	English	8	100	0
612	Fenton, Kaitlyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
613	Ferek, Marta	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6-8	Itinerant Emotional Support	8	100	0
614	Ferenchick, Tyler	Citizenship 7-12 (8825)	7	Social Studies	8	100	0
615	Ferencz, Jalesha	Grades PK-4 (2825)	1	ELA	8	100	0
616	Ferguson Jr, Joseph	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
617	Ferguson, Cole	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
618	Ferguson, Kierstin	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0
619	Ferko, Erin	Elementary K-6 (2810)	5	ELA	8	100	0
620	Fernandez, Katelyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA	8	100	0
621	Ferrara , Hannah	English 7-12 (3230)	10	English	8	100	0

622	Ferraro, Paul	Family-Consumer Sci PK-12 (5600) , Special Education PK-12 (9225)	6	ELA	8	0	100
623	Fessenden, Julia	English 7-12 (3230)	9-12	English	8	100	0
624	Fetterolf, Laura	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	5	English Language Development	8	100	0
625	Filges, Laura	English 7-12 (3230)	9-12	English	8	100	0
626	Fischer, Jesse	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
627	Fiscus , Kimberly	Endorsement Instructional Coach PK-12 (1182) , Special Education 7-12 (9227)	9-12	Itinerant Learning Support	8	100	0
628	Fisher, Abby	Art PK-12 (1405) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	8	Art	8	100	0
629	Fisher, Lori	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Math	8	100	0
630	Fisher, Sara	Mathematics 7-12 (6800)	8	Math	8	100	0
631	Fitting, Taylor	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	8	100	0
632	Fitts, Steven	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
633	Fitzgerald, Beth	Mathematics 7-12 (6800)	9-12	Math	8	100	0
634	Fitzgerald, Moriah	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Emotional Support	8	100	0
635	Flaherty, Michelle	Grades PK-4 (2825) , Special Education PK-8 (9226) , Bus-Computer-Info Tech PK-12 (1603) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
636	Flanigan, Taylor	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ELA	8	100	0
637	Flannery, Michael	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	Social Studies	8	100	0
638	Flatley, Jennifer	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	9-12	Itinerant Learning Support	8	100	0
639	Fleischman, Kirsten	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
640	Fletcher, Aimee	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Special Education Resource	8	100	0
641	Fletcher, Lonnie	Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Supervisory Supvr Special Education PK-12 (9215)	K-12	Director Of Special Education	8	100	0
642	Flowers, Jennifer	Music PK-12 (7205)	7	Music	8	100	0
643	Floyd, Kelsey	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	1	Supplemental Learning Support	8	100	0
644	Flynn, Cameron	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
645	Flynn, Catherine	English 7-12 (3230)	6-8	Reading Specialist	8	0	100
646	Flynn, Molly	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	Supplemental Learning Support	8	100	0
647	Foard, George	Grades PK-4 (2825)	3	Math/Science/Social Studies	8	100	0
648	Foley, Heather	Elementary K-6 (2810)	6	ELA	8	100	0
649	Foran, Lisa	Reading Specialist PK-12 (7650) , Elementary K-6 (2810)	6-8	Reading Specialist	8	100	0
650	Force, Alison	Social Studies 7-12 (8875) , Supervisory Supvr Curriculum & Inst PK-12 (2915)	9-12	Social Studies	8	100	0
651	Ford, Caitlin	Earth and Space Science 7-12 (8440)	10-12	Astronomy	8	100	0
652	Forgione, Amanda	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Principal PK-12 (1115)	9-12	Biology/Chemistry	8	100	0
653	Fort, Alyssa	Grades PK-4 (2825)	1	ELA	8	100	0

654	Fortelka, Mark	Biology 7-12 (8405) , Special Education 7-12 (9227) , Principal PK-12 (1115)	K-12	Director Of Special Education	8	100	0
655	Foster, Jessica	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
656	Foster, Katherine	Art PK-12 (1405)	10-12	Art	8	100	0
657	Foster, Kristie	English 7-12 (3230)	10	English	8	100	0
658	Foster, Tara	Elementary K-6 (2810) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-12	Special Education Resource	8	100	0
659	Fought, Allyson	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
660	Fowler, Nathan	Elementary K-6 (2810)	6	Social Studies	8	100	0
661	Fox, Jessica	Art PK-12 (1405)	1	Art	8	100	0
662	Fox, Lauren	Citizenship 7-12 (8825)	9-12	Honors US History	8	100	0
663	Foxwell, Amanda	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
664	Francestine, Madeline	English 7-12 (3230)	9-10	English	8	100	0
665	Francisco, Elizabeth	Elementary K-6 (2810)	K-5	Elementary Resource	8	100	0
666	Franco, Heather	Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT Learning Support	8	100	0
667	Frank, Angela	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
668	Frantz, Melinda	Music PK-12 (7205)	7	Music	8	100	0
669	Freas, Lisa	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	10-12	Earth Science	8	100	0
670	Freda, Rebecca	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Itinerant Learning Support	8	100	0
671	Frederick, Jill	Mathematics 7-12 (6800) , Library Science PK-12 (6420)	9-12	Math	8	100	0
672	Frederick, Sarah	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	12	Supplemental Learning Support	8	100	0
673	Frederickson Jr, David	Mathematics 7-12 (6800) , Safety Ed/Driver Ed 7-12 (5215)	10	Math	8	100	0
674	Fredo, Katrina	Biology 7-12 (8405) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	7	Science Honors	8	100	0
675	Freiwald, Kelli	Mathematics 7-12 (6800)	9	Math	8	100	0
676	Frey, Brittany	Mathematics 7-12 (6800)	9-12	Math	8	100	0
677	Frey, Michelle	Biology 7-12 (8405)	10-12	Anatomy & Physiology	8	100	0
678	Fried, Terrae	School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
679	Friedman, Jason	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	Itinerant Learning Support	8	100	0
680	Friedman, Patricia	Elementary K-6 (2810)	2	Math/Science/Social Studies	8	100	0
681	Frisch, Abigail	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Math	8	100	0
682	Frist, Nancy	Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Languages	8	100	0
683	Fruehan, Celene	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
684	Fry, Briana	English 7-12 (3230) , Grades PK-4 (2825) , Special Education PK-8 (9226)	8	Supplemental Learning Support	8	100	0
685	Fucsko, Sarah	Communications 7-12 (3200) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
686	Fulkrod, Collin	Mathematics 7-12 (6800)	10-12	Math	8	100	0
687	Fulkrod, Shelby	Grades PK-4 (2825)	4	Math/Science/Social Studies	8	100	0
688	Furey, Nicole	#N/A	6-8	Middle School Resource (General Ed	8	0	100
689	Furman, Elizabeth	Biology 7-12 (8405) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	9	Science	8	100	0

690	Gabany, Michael	Earth and Space Science 7-12 (8440)	9-12	Earth Science	8	100	0
691	Gabriel, Landon	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
692	Gadam, Pavan	Citizenship 7-12 (8825) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	10-12	Social Studies	8	100	0
693	Gainer, Rachel	Grades PK-4 (2825)	K	ELA	8	100	0
694	Gaiser, Meghan	Mathematics 7-12 (6800)	10-12	Geometry	8	100	0
695	Gaiski, Jamie	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Math	8	100	0
696	Gall, Megan	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Supplemental Learning Support	8	100	0
697	Gallagher, Amanda	English 7-12 (3230)	9-12	English	8	100	0
698	Gallagher, Erin	Citizenship 7-12 (8825)	10-12	Social Studies	8	100	0
699	Gallaher, Rebecca	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
700	Galley, Whitney	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
701	Galvin, Erika	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	6	English Language Development	8	100	0
702	Gambler, Zachary	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	8	100	0
703	Ganse, Bronson	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Earth Science	8	100	0
704	Garand, Joann	Special Education PK-12 (9231)	6-8	Itinerant Emotional Support	8	100	0
705	Garczynski, Molly	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
706	Gardner, Corina	Health & Physical Educ PK-12 (4805)	7	Health/Physical Education	8	100	0
707	Gardner, Kathleen	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9	English	8	100	0
708	Gardner, Laura	Grades PK-4 (2825) , Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
709	Garman, Joann	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
710	Garofalo, Elizabeth	English 7-12 (3230)	9-12	English	8	100	0
711	Garwood, Maranda	Music PK-12 (7205)	1 & 2	Music	8	100	0
712	Garzel, Jillian	Mathematics 7-12 (6800)	8	Math	8	100	0
713	Gasbara, Alisse	French PK-12 (4410) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Music	8	0	100
714	Gates, Afton	Grades PK-4 (2825) , Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	K	Math/Science/Social Studies	8	100	0
715	Gates, Alyssa	Health & Physical Educ PK-12 (4805)	7	Health/Physical Education	8	100	0
716	Gatten, Shawn	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
717	Gay, Spencer	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
718	Gaynor, Anthony	Endorsement Skills for Teacher Leaders PK-12 (1193) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
719	Gehman, Andrew	Mathematics 7-12 (6800) , Physics 7-12 (8470)	10-12	Math	8	100	0
720	Genovese, Ellen	Intern English 7-12 (3230)	9	English	8	100	0
721	Gensler, Taylor	Grades PK-4 (2825) , Special Education PK-8 (9226) , Reading Specialist PK-12 (7650)	5	Supplemental Learning Support	8	100	0
722	George, Bonnie	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
723	George, Susan	Principal PK-12 (1115) , Biology 7-12 (8405) , Chemistry 7-12 (8420) , General Science 7-12 (8450)	10-12	Chemistry	8	100	0
724	Gerber, Jessica	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0

725	Gerrity, Erin	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	7	ELA	8	100	0
726	Giambi, Erin	Family-Consumer Sci PK-12 (5600)	9-12	Family & Consumer Science	8	100	0
727	Gianacopoulos, Margaret	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
728	Giantini Jr, Theodore	English 7-12 (3230)	7	ELA	8	100	0
729	Gibbon, John	English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870)	6	Social Studies	8	100	0
730	Gibbons, Katherine	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
731	Gibson, Amanda	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
732	Gibson, Megan	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
733	Gies, Mary	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Supplemental Learning Support	8	100	0
734	Gigliotti, Bryan	Health & Physical Educ PK-12 (4805)	6	Career Planning	8	100	0
735	Gilbert, Elijah	Grades PK-4 (2825) , English 7-12 (3230)	6	ELA	8	100	0
736	Gilger, Liam	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Social Studies	8	100	0
737	Gill, Anita	Elementary K-6 (2810)	5	ELA	8	100	0
738	Gill, Matthew	Biology 7-12 (8405) , Social Studies 7-12 (8875)	9-12	Biology	8	100	0
739	Gillenson, Katharine	Elementary & Secondary School Counselor PK-12 (1839) , Elementary K-6 (2810) , English 7-12 (3230)	9-12	English	8	100	0
740	Gillis, Michele	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K	ELA	8	100	0
741	Gilson, Melissa	Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
742	Gindlesperger, Katie	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
743	Ging, Shane	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Itinerant Learning Support	8	100	0
744	Ginther, Bradley	English 7-12 (3230) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
745	Gintz, Joy	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
746	Girard, Karen	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	K-12	Special Education Resource	8	100	0
747	Girard, Stella	#N/A	10-12	Japanese	8	0	100
748	Giunta, Maria	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
749	Gladfelter , Brieana	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT Learning Support	8	100	0
750	Gladney, Melanie	English 7-12 (3230) , Library Science PK-12 (6420) , Art PK-12 (1405)	10	English	8	100	0
751	Glaser, Erin	Bus-Computer-Info Tech PK-12 (1603)	9-12	Career Planning	8	100	0
752	Gleason, Jill	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT Life Skills	8	100	0
753	Gliem, Jared	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
754	Glotfelty, Kelly	English 7-12 (3230)	9-12	English	8	100	0
755	Goforth, Stephanie	Art PK-12 (1405)	3	Art	8	100	0
756	Gogno, Angela	Bus-Computer-Info Tech PK-12 (1603)	7	Career Planning	8	100	0
757	Goida, Christine	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
758	Golden, Charlotte	Letter of Eligibility Superintendent PK-12 (1150) , Administrative Principal PK-12 (1115) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
759	Gonzalez, Michelle	English 7-12 (3230)	9	English	8	100	0
760	Good, Danielle	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT Learning Support	8	100	0
761	Good, Kari	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Supervisor of Special Education	8	100	0

762	Good, Shayla	Grades PK-4 (2825) , Grades 5-6 (2826)	K-5	Elementary Resource	8	100	0
763	Goodrich, Marlynn	Spanish PK-12 (4490)	9-12	Spanish	8	100	0
764	Goodyear, William	Elementary & Secondary School Counselor PK-12 (1839) , Administrative Career and Technical Admin Director 7-12 (2300) , Principal PK-12 (1115)	9-12	Counseling	8	100	0
765	Good-Zawidski, Nicole	Principal PK-12 (1115) , Elementary K-6 (2810)	9-12	High School Assistant Principal	8	100	0
766	Gorham, Tina	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
767	Gorney, Rachel	Elementary K-6 (2810)	1	ELA	8	100	0
768	Gorton, Scott	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
769	Gottesman-Lebak, Emily	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	Kindergarten	8	100	0
770	Gottschall, Megan	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	5	ELA	8	100	0
771	Goughnour, Lauren	Mathematics 7-12 (6800)	9-12	Math	8	100	0
772	Gouse, Jessica	English 7-12 (3230)	9-12	English	8	100	0
773	Goydich, Angel	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
774	Grady, Ashleen	Elementary K-6 (2810)	6	Science	8	100	0
775	Grafton, Heather	Elementary K-6 (2810)	K	Math/Science/Social Studies	8	100	0
776	Graham, Kathleen	#N/A	K-12	ELD Resource	8	0	100
777	Graham, Lauren	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
778	Grassano, Teresa	Grades PK-4 (2825)	4	Math/Science/Social Studies	8	100	0
779	Grassi, Jared	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades 5-6 (2826) , Grades PK-4 (2825)	8	Social Studies	8	100	0
780	Grasso, June	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Itinerant Learning Support	8	100	0
781	Gray, Lauren	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
782	Greco, Estella	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
783	Green , Natalie	Principal PK-12 (1115) , English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870)	9-12	High School Assistant Principal	8	100	0
784	Green, Kristin	English 7-12 (3230) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
785	Green, Stephanie	English 7-12 (3230)	11	English	8	100	0
786	Green, Thomas	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
787	Gregorio, Narissa	Secondary School Counselor 7-12 (1837) , Biology 7-12 (8405) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
788	Grejda, Lori	Elementary K-6 (2810) , Spanish PK-12 (4490)	8	Spanish	8	100	0
789	Grey, Bradley	Biology 7-12 (8405) , General Science 7-12 (8450) , Administrative Provisional I Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
790	Grice, Luke	Inst Technology Specialist PK-12 (1825) , Communications 7-12 (3200) , English 7-12 (3230)	9-12	English	8	100	0
791	Griffin, Eric	Inst Technology Specialist PK-12 (1825) , Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	9-12	BCIT	8	100	0
792	Griffin-Correll, Michele	Communications 7-12 (3200) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	9-12	English	8	100	0
793	Griffiths, Noelle	Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	High School Principal	8	100	0

794	Grobmyer, Melissa	Endorsement Instructional Coach PK-12 (1182) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	2	English Language Development	8	100	0
795	Groff, Sheri	Ment and/or Phys Handicapped K-12 (9235)	9-12	Supplemental Learning Support	8	100	0
796	Grose, Kaitlyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
797	Groshardt , Brittany	Endorsement Online Instruction Program PK-12 (1184) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Inst Technology Specialist PK-12 (1825) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0
798	Gross, Elizabeth	English 7-12 (3230) , Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Supplemental Learning Support	8	100	0
799	Gross, Sarah	Art PK-12 (1405)	6-8	Digital Art	8	0	100
800	Grosso, Sherri	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9	Biology	8	100	0
801	Grote, Natalie	Biology 7-12 (8405)	8	Science	8	100	0
802	Gugino, Kayla	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860)	6	Social Studies	8	100	0
803	Gurbacki, Eve	Art PK-12 (1405)	5	Art	8	100	0
804	Gustafson, Grace	Supervisory Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	K-12	Director Of Special Education	8	100	0
805	Gutshall, Samantha	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
806	Gwinn, Christy	Elementary K-6 (2810)	K-5	Reading Specialist	8	0	100
807	Hackenberg, Alyssa	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
808	Hager, Lynn	English 7-12 (3230) , Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875)	10-12	Culinary	8	100	0
809	Haggard, Haley	Mathematics 7-12 (6800)	8	Math	8	100	0
810	Haggerty, Kaylee	Art PK-12 (1405)	9-12	Digital Art	8	0	100
811	Hagy, Angele	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA/Social Studies	8	100	0
812	Hahn, Amanda	Elementary K-6 (2810) , Special Education PK-12 (9225)	2	ELA	8	100	0
813	Haines, Lindsey	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	6-8	Itinerant Emotional Support	8	100	0
814	Hakes, Samuel	Mathematics 7-12 (6800)	9	Math	8	100	0
815	Haley, Natalie	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
816	Hall, Stacy	English 7-12 (3230)	12	English	8	100	0
817	Hallman, Hanah	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
818	Hamilton-Jones, Shannon	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	FT Learning Support	8	100	0
819	Hamm, Danica	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
820	Hammill, James	Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	Itinerant Emotional Support	8	100	0
821	Hammill, Tricia	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
822	Han, Katherine	Social Studies 7-12 (8875)	10	Social Studies	8	100	0
823	Hanlon, Joelle	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Itinerant Learning Support	8	100	0
824	Hardenburg, Jill	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	Science	8	100	0
825	Harding, Jennifer	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	8	ELA	8	100	0

826	Hare, Patrick	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
827	Harper, Melissa	Grades PK-4 (2825)	2	ELA	8	100	0
828	Harr, Adrienne	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Supplemental Learning Support	8	100	0
829	Harr, Brian	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
830	Harris , Tasha	Biology 7-12 (8405) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	9-12	Science	8	100	0
831	Harris, Alicia	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
832	Harris, Jeanne	Biology 7-12 (8405)	8	Science Honors	8	100	0
833	Harstead , Richard	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Computer Science 7-12 (1657) , Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	9-12	Math	8	100	0
834	Hartman, Haley	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
835	Hartranft, Erika	English 7-12 (3230)	12	English	8	100	0
836	Hartsock, Lisa	Mathematics 7-12 (6800) , Administrative Principal PK-12 (1115)	10	Math	8	100	0
837	Haskins, Jason	Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Supervisory Supvr Special Education PK-12 (9215)	K-5	Supervisor of Special Education	8	100	0
838	Hassenbein, Ashley	English 7-12 (3230)	10	English	8	100	0
839	Hassinger, Corinne	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
840	Hastings, James	Social Studies 7-12 (8875)	8	Career Planning	8	100	0
841	Hatfield, Nancy	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	K-2	Itinerant Learning Support	8	100	0
842	Hathazi, Jenna	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
843	Havey, Raymond	Intern Communications 7-12 (3200)	9-12	English	8	100	0
844	Hayes, Miyah	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Itinerant Learning Support	8	100	0
845	Hayes, Nicole	, Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Learning Support	8	100	0
846	Haywood, Brittany	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	Supplemental Learning Support	8	100	0
847	Hazel, Jason	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
848	Hazlett, Stacey	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	6	Math	8	100	0
849	Healey, Brian	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
850	Healy, Eric	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
851	Hecknauer, Erin	Mathematics 7-12 (6800)	9	Math	8	100	0
852	Hellen, Caitlin	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Emotional Support	8	100	0
853	Heller, Jennifer	#N/A	9-12	High School Resource (General Ed)	8	0	100
854	Heming, Paul	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , English 7-12 (3230)	8	Social Studies	8	100	0
855	Hemminger, Kayla	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
856	Henry, Amanda	Biology 7-12 (8405)	9-12	Biology	8	100	0
857	Henry, Danielle	Endorsement Autism PK-12 (1180) , Music PK-12 (7205) , Special Education PK-12 (9231)	6-8	Dean Of Students	8	100	0
858	Henry, Elizabeth	Endorsement Autism PK-12 (1180) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
859	Henry, Laurie	Mathematics 7-12 (6800)	10-12	Math	8	100	0
860	Hensch, Madison	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-5	Itinerant Emotional Support	8	100	0

861	Hensel, Jennifer	Elementary K-6 (2810)	6	Science	8	100	0
862	Herbert , Thomas	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	Supplemental Learning Support	8	100	0
863	Herbert, Sarah	Mathematics 7-12 (6800)	9-12	Math	8	100	0
864	Herche, Heather	Art PK-12 (1405) , English 7-12 (3230)	9-12	Art	8	100	0
865	Herisko, Sarah	Elementary K-6 (2810)	4	ELA	8	100	0
866	Herman, Zakory	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
867	Heron, Carrie	Art PK-12 (1405) , Elementary K-6 (2810) , Library Science PK-12 (6420)	10-12	Art	8	100	0
868	Hershey, Luke	English 7-12 (3230)	9-12	English	8	100	0
869	Hess, Drew	English 7-12 (3230)	12	English	8	100	0
870	Hewick, Katherine	General Science 7-12 (8450)	8	Science	8	100	0
871	Hickey, Lindsay	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
872	Hicks, Christy	Elementary K-6 (2810)	K	ELA	8	100	0
873	Higgins, Morgan	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0
874	High, Stacey	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mathematics 7-12 (6800)	9-12	Math	8	100	0
875	Hiller, Lindsay	Mathematics 7-12 (6800) , Mid-Level Mathematics 6-9 (2860)	9-12	Math	8	100	0
876	Hinderliter, Brooke	Health & Physical Educ PK-12 (4805)	1-2	Health/Physical Education	8	100	0
877	Hinkle, Tracy	Ment and/or Phys Handicapped K-12 (9235) , Reading Specialist PK-12 (7650)	8	Supplemental Learning Support	8	100	0
878	Hinkley, Jacob	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
879	Hirsch, Sarah	Elementary K-6 (2810) , Charter School Teacher Designation I Dance 7-12 (2200) , Communications 7-12 (3200)	2	Math/Science/Social Studies	8	100	0
880	Hlat, Penny	Elementary K-6 (2810)	2	ELA	8	100	0
881	Hlavaty, Jill	Principal PK-12 (1115) , Supervisory Supvr Special Education PK-12 (9215) , Ment and/or Phys Handicapped K-12 (9235) , Mathematics 7-12 (6800)	K-12	Supervisor of Special Education	8	100	0
882	Hockenbery, Autumn	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
883	Hodder, Shea	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT Learning Support	8	100	0
884	Hoffman, Colleen	Special Education PK-12 (9225)	1	Supplemental Learning Support	8	100	0
885	Hoffman, Kristin	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
886	Hoffman, Mary	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	Supplemental Learning Support	8	100	0
887	Hoffman, Sean	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
888	Hogan, Jennifer	Biology 7-12 (8405)	9-12	Science	8	100	0
889	Hogue, Alexander	English 7-12 (3230)	8	ELA	8	100	0
890	Hogue, Aliya	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
891	Hohman, Amber	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	9-12	Itinerant Learning Support	8	100	0
892	Holden, David	English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
893	Holencik, Rachel	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
894	Hollick, Jeff	Elementary K-6 (2810) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
895	Hollis, Molly	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825)	3	ELA	8	100	0
896	Hollister, Brittany	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT Life Skills	8	100	0

897	Holloman Gronsky, Kelli	Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
898	Holman, Theresa	English 7-12 (3230)	9	English	8	100	0
899	Holsopple, Stephanie	Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	6-8	Itinerant Emotional Support	8	100	0
900	Homich, Nicole	Supervisory Supvr Curriculum & Inst PK-12 (2915) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
901	Honeygosky, Alexis	School Speech & Language Pathologist PK-12 (1883)	K-12	Speech & Language Therapist	8	100	0
902	Hood, Gale	Elementary K-6 (2810)	1	ELA/Social Studies	8	100	0
903	Hook, Richard	Communications 7-12 (3200)	9	BCIT	8	100	0
904	Hopkins, Keairra	Biology 7-12 (8405)	9	Biology	8	100	0
905	Hopp, Phyllis	Spanish PK-12 (4490)	9-12	Spanish	8	100	0
906	Hopple, Ross	Elementary K-6 (2810) , Principal PK-12 (1115)	K-5	Principal Elementary	8	100	0
907	Hopson, Lauren	Endorsement Autism PK-12 (1180) , Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
908	Horn, Danielle	Principal PK-12 (1115) , English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
909	Horning, Shirlene	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Math	8	100	0
910	Horvat, Megan	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0
911	Hoshak, Heather	Grades PK-4 (2825) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
912	Hosler-Patton, Christine	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
913	Houk, Whitney	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Math/Science/Social Studies	8	100	0
914	Houston, Brea	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Itinerant Learning Support	8	100	0
915	Howard, Amy	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
916	Howard, Justin	Elementary K-6 (2810) , Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
917	Howard, Keith	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Physical Science	8	100	0
918	Howard, Spiri	Elementary K-6 (2810)	K-5	Reading Specialist	8	0	100
919	Hradil, Tiffany	Principal PK-12 (1115) , Elementary K-6 (2810)	K-5	Elementary Assistant Principal	8	100	0
920	Hudak Jr, Daniel	Social Studies 7-12 (8875) , Bus-Computer-Info Tech PK-12 (1603)	9-12	Social Studies	8	100	0
921	Huegel, Justin	English 7-12 (3230) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
922	Hughes, Lauren	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
923	Hulbert, Hayley	English 7-12 (3230)	12	English	8	100	0
924	Hulbert, Jeffrey	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	10-12	Social Studies	8	100	0
925	Hulsizer, Ashleigh	Mathematics 7-12 (6800)	8	Math	8	100	0
926	Hummel, April	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6-8	Math	8	100	0
927	Hummer, Jamie	Health & Physical Educ PK-12 (4805)	4	Health/Physical Education	8	100	0
928	Humphreys, Andrew	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	Social Studies	8	100	0
929	Hunsberger, Lanae	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
930	Hunter, Kimberly	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	Itinerant Learning Support	8	100	0
931	Hunter, Zachary	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0

932	Hurd, Megan	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades PK-4 (2825)	8	Math	8	100	0
933	Hurst, Jillian	Grades 5-6 (2826) , Grades PK-4 (2825)	6	Math	8	100	0
934	Hurst, Krista	Art PK-12 (1405)	8	Art	8	100	0
935	Husk, Amy	Family-Consumer Sci PK-12 (5600) , Elementary K-6 (2810)	9-12	High School Resource (General Ed)	8	100	0
936	Hutzell, Heather	English 7-12 (3230)	10	English	8	100	0
937	Iagnemma, Megan	Mathematics 7-12 (6800)	10-12	Geometry	8	100	0
938	Iannetta, Tara	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
939	Imbody, Jill	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
940	Infantino, Laurie	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Career Planning	8	100	0
941	Inzillo, Jacquelyn	English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) ,	7	ELA	8	100	0
942	Irvin, Andrea	Secondary School Counselor 7-12 (1837) , Art PK-12 (1405)	10-12	Art	8	100	0
943	Isabella, Gwynevere	English 7-12 (3230)	9	English	8	100	0
944	Iulo, Kristina	Art PK-12 (1405)	9-12	Digital Art	8	0	100
945	Iwanski, Tiffany	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Supervisory Supvr Special Education PK-12 (9215)	9-12	Supervisor of Special Education	8	100	0
946	Jaber, Santino	Reading Specialist PK-12 (7650) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
947	Jachowicz, Justin	Citizenship 7-12 (8825)	8	Social Studies	8	100	0
948	Jackson, Jeffrey	Administrative Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
949	Jackson, Sherita	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
950	Jacobs, Rebecca	Grades PK-4 (2825)	K	Math/Science/Social Studies	8	100	0
951	Jacobson, Nori	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	ELA	8	100	0
952	Jaeske, Maribeth	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
953	James, Ashley	Mathematics 7-12 (6800)	10-12	Math	8	100	0
954	James, Lauren	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0
955	Jeckell, Diana	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
956	Jenkins, Kimberly	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
957	Johnson, Eric	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Supervisory Supvr Special Education PK-12 (9215)	9-12	Itinerant Learning Support	8	100	0
958	Johnson, Kristina	Music PK-12 (7205)	1	Music	8	100	0
959	Johnson, Miranda	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	3	ELA	8	100	0
960	Johnson, Neil	Endorsement Gifted PK-12 (1189) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Endorsement Online Instruction Program PK-12 (1184) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	10-12	Social Studies	8	100	0
961	Johnson, Rachel	Mathematics 7-12 (6800)	10-12	Math	8	100	0
962	Johnson, Samantha	Biology 7-12 (8405) , Principal PK-12 (1115)	9-12	High School Principal	8	100	0

963	Johnson-Nied, Caitlin	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	2	Math/Science/Social Studies	8	100	0
964	Johnston, Emily	English 7-12 (3230)	6-7	ELA/Math	8	34	66
965	Johnston, Keisha	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
966	Johnston, Maggie	English 7-12 (3230)	9-12	English	8	100	0
967	Johnston, Rebecca	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Life Skills	8	100	0
968	Jones , Lindsay	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	Itinerant Learning Support	8	100	0
969	Jones, Amanda	English 7-12 (3230)	9-12	English	8	100	0
970	Jones, Brian	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
971	Jones, Chad	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
972	Jones, Courtney	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	Itinerant Learning Support	8	100	0
973	Jones, Kimberly	Principal PK-12 (1115) , Music PK-12 (7205)	9-12	High School Assistant Principal	8	100	0
974	Jones, Sara	Special Education PK-12 (9231)	9-12	Itinerant Emotional Support	8	100	0
975	Jones, Tracy	Mid-Level Science 6-9 (2880) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	9	Math	8	100	0
976	Joseph, Michael	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
977	Juart, Toni	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English	8	100	0
978	Judge, Edward	Citizenship 7-12 (8825) , Special Education 7-12 (9227)	9-12	Itinerant Learning Support	8	100	0
979	Judge, Matthew	English 7-12 (3230)	11	English	8	100	0
980	Julian, Candace	Mathematics 7-12 (6800)	9-12	Math	8	100	0
981	Julian, Timothy	Mathematics 7-12 (6800)	9-12	Math	8	100	0
982	Kaczanowicz, Kami	Special Education PK-12 (9231)	9-12	Itinerant Emotional Support	8	100	0
983	Kali, Abigail	Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	9	Art	8	100	0
984	Kaliszewski, Cortney	Mathematics 7-12 (6800) ,	9-12	Math	8	100	0
985	Kalwanaski, Kaitlyn	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	Math	8	100	0
986	Kaminski, Lesley	English 7-12 (3230)	9-12	English	8	100	0
987	Kane, Brian	English 7-12 (3230) , Mid-Level Science 6-9 (2880)	8	Science	8	100	0
988	Karabin, Matthew	Mathematics 7-12 (6800)	9	Math	8	100	0
989	Kaskie, Lynn	Elementary K-6 (2810)	K-5	Elementary Resource	8	100	0
990	Kasper, Brionna	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	Math/Science/Social Studies	8	100	0
991	Kasper, Samantha	General Science 7-12 (8450) , Physics 7-12 (8470) , Mathematics 7-12 (6800)	9-12	Science	8	100	0
992	Kastroll, Colleen	English 7-12 (3230) , Library Science PK-12 (6420) , Special Education 7-12 (9227)	9-12	Supplemental Learning Support	8	100	0
993	Kaufman, Alexandra	Grades PK-4 (2825)	1	ELA	8	100	0
994	Kavulich, Ariel	General Science 7-12 (8450)	9-12	Science	8	100	0
995	Kawa, Karly	Music PK-12 (7205)	9-12	Music	8	100	0
996	Kazembe, Deanna	Grades PK-4 (2825)	4	ELA	8	100	0
997	Kazmierczak, Erin	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	Social Studies	8	100	0
998	Keating, Joseph	#N/A	10-12	Aquaponics	8	0	100
999	Keegan, Meghan	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	6	Social Studies	8	100	0
1000	Keen, Nicole	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	Earth Science	8	100	0
1001	Keener, Krystal	English 7-12 (3230)	9	English	8	100	0

1002	Keet, Lindsay	Early Childhood N-3 (2840)	K	Math/Science/Social Studies	8	100	0
1003	Keister, Christa	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
1004	Kelchner, Linda	Spanish PK-12 (4490)	9	Spanish	8	100	0
1005	Kellachow, Jennifer	Endorsement Online Instruction Program PK-12 (1184) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	6	Science	8	100	0
1006	Keller, Amy	English 7-12 (3230)	10	English	8	100	0
1007	Keller, Benjamin	English 7-12 (3230)	11	English	8	100	0
1008	Keller, Toni-Lyn	Art PK-12 (1405)	1-2	Art	8	100	0
1009	Kelley, Michele	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	ELA/Social Studies	8	100	0
1010	Kelly Brown, Maggie	English 7-12 (3230)	11	English	8	100	0
1011	Kelly, Allison	Music PK-12 (7205) , Endorsement Online Instruction Program PK-12 (1184)	K	Music	8	100	0
1012	Kelly, Colleen	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1013	Kelly, Franca	French PK-12 (4410) , Italian PK-12 (4430)	10-12	French	8	100	0
1014	Kelly, Garrett	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Math	8	0	100
1015	Kendra, Ashley	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0
1016	Kepler, Amber	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1017	Kepple, Heather	Health & Physical Educ PK-12 (4805) , General Science 7-12 (8450)	8	Science	8	100	0
1018	Kerchner, Brendan	Inst Technology Specialist PK-12 (1825) , Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Library Science PK-12 (6420)	9-12	BCIT	8	100	0
1019	Kessel, Ashley	English 7-12 (3230)	10	English	8	100	0
1020	Kessell, Danielle	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Itinerant Learning Support	8	100	0
1021	Ketterman, Christina	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231) , Elementary K-6 (2810)	9-12	FT Life Skills	8	100	0
1022	Kiehl, Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Supplemental Learning Support	8	100	0
1023	Killian, Sherri	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
1024	Kimble, Nathan	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1025	King, Amelia	English 7-12 (3230) , Reading Specialist PK-12 (7650) , Social Studies 7-12 (8875)	7	Career Planning	8	100	0
1026	Kingsbury, Karissa	Biology 7-12 (8405) , Chemistry 7-12 (8420)	10-12	Chemistry	8	100	0
1027	Kinley, Samantha	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1028	Kioalicas, Krista	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
1029	Kirchner, Lori	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Supplemental Learning Support	8	100	0
1030	Kirsch, Autumn	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1031	Kirsch, Julie	Music PK-12 (7205)	8	Music	8	100	0
1032	Kitzig, Kara	Grades PK-4 (2825) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	3	English Language Development	8	100	0

1033	Kline, Ashley	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	9-12	Math	8	100	0
1034	Kline, Darren	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
1035	Klins, Zachary	Health & Physical Educ PK-12 (4805)	2 & 5	Health/Physical Education	8	100	0
1036	Klobusnik, Maura	Grades PK-4 (2825) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	3	Math/Science/Social Studies	8	100	0
1037	Klopp, Kristina	English 7-12 (3230) ,	6	ELA	8	100	0
1038	Knause, Tabitha	Mathematics 7-12 (6800) , Special Education PK-12 (9225), Endorsement Autism PK-12 (1180)	9-12	Itinerant Learning Support	8	100	0
1039	Knavel, Taylor	Biology 7-12 (8405) , General Science 7-12 (8450)	8	Science	8	100	0
1040	Knobloch, Leah	Biology 7-12 (8405) , General Science 7-12 (8450)	8	Science	8	100	0
1041	Knoch, Courtney	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
1042	Knott, Nora	Music PK-12 (7205) , Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
1043	Knouse, Sari	English 7-12 (3230)	8	ELA	8	100	0
1044	Koch, Sarah	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
1045	Koehle, Laura	Ment and/or Phys Handicapped K-12 (9235) , Supervisory Supvr Special Education PK-12 (9215)	K-12	Director Of Special Education	8	100	0
1046	Kohlenburg, Kaitlin	Music PK-12 (7205)	9-12	Music	8	100	0
1047	Kohler, Kimberly	Elementary K-6 (2810) , Special Education PK-8 (9226) , Supervisory Supvr Special Education PK-12 (9215)	K-5	Itinerant Learning Support	8	100	0
1048	Koontz, James	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
1049	Kopa, Shawna	Elementary K-6 (2810) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	FT Autistic Support	8	100	0
1050	Korba, Jessica	Supervisory Supvr Special Education PK-12 (9215) , Speech & Language Impaired PK-12 (9265)	K-12	Supervisor of Special Education	8	100	0
1051	Kostelnik, David	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	9-12	BCIT	8	100	0
1052	Kotarsky, Jennifer	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	10-12	BCIT	8	100	0
1053	Koup, Annalise	#N/A	9-12	German	8	0	100
1054	Koursari, Maria	Grades PK-4 (2825)	K-5	Reading Specialist	8	0	100
1055	Kovatch, Katelyn	Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
1056	Kowalewski, Gary	English 7-12 (3230) , Social Studies 7-12 (8875) , General Science 7-12 (8450)	9-12	English	8	100	0
1057	Kowalik, Katie	English 7-12 (3230)	12	English	8	100	0
1058	Kozemko, Jessica	School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
1059	Kozen, Amanda	English 7-12 (3230)	9-12	English	8	100	0
1060	Kraft, Nathan	Mathematics 7-12 (6800)	9	Math	8	100	0
1061	Krager, Heather	English 7-12 (3230)	9	English	8	100	0
1062	Krahe, Joanne	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	Earth Science	8	100	0
1063	Krajewski, Brianna	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
1064	Krasnoff, Adam	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	English Language Development	8	100	0
1065	Krause, Anne	Mathematics 7-12 (6800)	8	Math	8	100	0
1066	Krebs, Angela	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6-8	Itinerant Learning Support	8	100	0

1067	Kreider, Amber	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6	Math	8	100	0
1068	Kreiser, Valerie	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1069	Kresefski, Makayla	Grades PK-4 (2825)	K	ELA	8	100	0
1070	Kreseski, Kimberly	Reading Specialist PK-12 (7650) , Elementary K-6 (2810)	6	ELA	8	100	0
1071	Krevinas, Jessica	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1072	Kroh, Alexei	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1073	Krouse, Heather	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Math/Science/Social Studies	8	100	0
1074	Krulock Jr, John	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1075	Krupa, Tiffany	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	Supplemental Learning Support	8	100	0
1076	Kump, Kami	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	5	Math/Science/Social Studies	8	100	0
1077	Kunkel, Jena	Elementary K-6 (2810)	5	ELA	8	100	0
1078	Kunkleman, Elizabeth	Elementary K-6 (2810) , Special Education PK-8 (9226) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Itinerant Emotional Support	8	100	0
1079	Kurzejewski, Miranda	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1080	Kutzner, Beth	Music PK-12 (7205) , Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
1081	Kuzmak , Colleen	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1082	Kwiatkowski, Jessica	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1083	Labar, Hannah	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-5	Itinerant Learning Support	8	100	0
1084	Labrie, Hannah	Grades PK-4 (2825)	K	ELA	8	100	0
1085	Ladislaw, Christi	Health & Physical Educ PK-12 (4805)	9	Health/Physical Education	8	100	0
1086	Lafferty, Chelsea	Art PK-12 (1405)	9-12	Digital Art	8	0	100
1087	Lafferty, Haley	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
1088	Lagowy, Ann	Accounting 7-12 (1610) , Office Technologies 7-12 (1658)	9-12	Bcit-Healthcare	8	0	100
1089	Laird, Angelika	Special Education PK-12 (9231)	6-8	Itinerant Emotional Support	8	100	0
1090	Laird, Nancy	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Biology	8	100	0
1091	Lakitsky, Kailee	English 7-12 (3230)	9	English	8	100	0
1092	Landis, Heather	Elementary K-6 (2810) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1093	Laratonda, Devany	Grades PK-4 (2825)	2	Musc	8	0	100
1094	Larsen, Kirsti	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	10-12	BCIT	8	100	0
1095	Laster, Joshua	#N/A	7	Math	8	0	100
1096	Laszczyk, Whitney	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Mid-Level Science 6-9 (2880)	8	Science	8	100	0
1097	Latoche, Jessica	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	Geology	8	100	0
1098	Latranyi, Maureen	Elementary K-6 (2810) , , Elementary School Counselor K-6 (1836)	5	ELA	8	100	0
1099	Lauff, Mackenzie	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Math	8	100	0
1100	Laughner, Braydon	Special Education PK-12 (9231)	9-12	Supplemental Learning Support	8	100	0
1101	Laughner, Brynn	Special Education PK-12 (9231)	6-8	FT Life Skills	8	100	0
1102	Lawrence, Edward	English 7-12 (3230)	8	ELA	8	100	0
1103	Lea, Theresa	Biology 7-12 (8405)	9-12	Biology	8	100	0
1104	Lear, Nichole	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230)	7	ELA	8	100	0
1105	Lear, Shannon	Elementary K-6 (2810)	3	ELA	8	100	0
1106	Leary, Kimberly	Mathematics 7-12 (6800)	10-12	Geometry	8	100	0

1107	Leddy, Elizabeth	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Emotional Support	8	100	0
1108	Lee, Gregory	Grades PK-4 (2825) , Special Education PK-8 (9226) , Social Studies 7-12 (8875) , Special Education Expansion 7-12 (9229)	9-12	Itinerant Learning Support	8	100	0
1109	Legler, Kirstin	Citizenship 7-12 (8825) , Special Education 7-12 (9227) , Principal PK-12 (1115)	K-12	Supervisor of Special Education	8	100	0
1110	Leigh, Justin	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	English Language Development	8	100	0
1111	Leinberger, Kimberly	Grades PK-4 (2825)	K	Math/Science/Social Studies	8	100	0
1112	Leister, Andrew	English 7-12 (3230)	9-12	English	8	100	0
1113	Lentz, Bradley	Grades PK-4 (2825) , Special Education PK-12 (9231) , Social Studies 7-12 (8875)	9-12	Itinerant Learning Support	8	100	0
1114	Lepsch, Anna	Endorsement Instructional Coach PK-12 (1182) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1115	Leslie, Elizabeth	Art PK-12 (1405)	6	Art	8	100	0
1116	Lesnefsky, Michele	Grades 5-6 (2826) , Grades PK-4 (2825)	5	ELA	8	100	0
1117	Lesniewski, Christine	Grades PK-4 (2825)	2	ELA	8	100	0
1118	Lestari, Putu Kartika	#N/A	10-12	Japanese	8	0	100
1119	Letoile, Janine	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	6	Science	8	100	0
1120	Letso, Tessa	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-12	English Language Development	8	100	0
1121	Letteer, Lauren	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
1122	Levine, Kimberly	Art PK-12 (1405) , Elementary K-6 (2810)	4	Art	8	100	0
1123	Lewandowski, Brian	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	5	Grade 5	8	100	0
1124	Lewis, David	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
1125	Lewis, Lindsay	Bus-Computer-Info Tech PK-12 (1603) , Mathematics 7-12 (6800)	7-8	Math Honors/Algebra	8	100	0
1126	Lewis, Sarah	Biology 7-12 (8405)	9-12	Science	8	100	0
1127	Libby, Janeace	Health & Physical Educ PK-12 (4805) , Special Education 7-12 (9227) , Special Education PK-12 (9231)	9-12	Supplemental Learning Support	8	100	0
1128	Lichtenfels, Patricia	Elementary K-6 (2810)	1	ELA	8	100	0
1129	Lichtenwalner, Ashleigh	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1130	Lick, Amanda	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1131	Liebig, Christi	Biology 7-12 (8405) , General Science 7-12 (8450)	8	Science	8	100	0
1132	Ligenza, Joseph	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
1133	Light, Rebecca	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1134	Lingayat, Emily	Biology 7-12 (8405)	8	Science	8	100	0
1135	Lingenfelter , Tiffany	School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
1136	Lingenfelter, Kathleen	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1137	Linsenbach, Samatha	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-8 (9226)	4	ELA	8	100	0

1138	Lion, Judith	Principal PK-12 (1115) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	K-12	Supervisor of English Language Deve	8	100	0
1139	Liples , Ariana	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Supplemental Learning Support	8	100	0
1140	Little Jr, Edwards	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1141	Litzke, Jeffrey	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1142	Livai, Mandy	Principal PK-12 (1115) , Supervisory Supvr Special Education PK-12 (9215) , Ment and/or Phys Handicapped K-12 (9235) , Reading Specialist PK-12 (7650)	9-12	Itinerant Learning Support	8	100	0
1143	Lloyd, Megan	Elementary K-6 (2810) , Library Science PK-12 (6420) , Reading Specialist PK-12 (7650) , Mid-Level English 6-9 (2850) , Principal PK-12 (1115)	6-8	Reading Specialist	8	100	0
1144	Lock, Angela	English 7-12 (3230)	8	ELA	8	100	0
1145	Loefflad, Frederick	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
1146	Loefflad, Monika	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Learning Support	8	100	0
1147	Lomma, Dana	Spanish PK-12 (4490)	9-12	Spanish	8	100	0
1148	Long Jr, James	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	Science	8	100	0
1149	Long, Nicole	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Endorsement Online Instruction Program PK-12 (1184)	10-12	Environmental Science	8	100	0
1150	Long, Pamela	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1151	Long, Samantha	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	8	100	0
1152	Long, Shana	Grades PK-4 (2825) , Special Education PK-8 (9226) , Reading Specialist PK-12 (7650) , Special Education Expansion 7-12 (9229)	9-12	FT Autistic Support	8	100	0
1153	Long, Zachary	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
1154	Longenecker, Thomas	Commission Qualification Letter Superintendent PK-12 (1150)	K-12	President & CEO	8	100	0
1155	Longo, Ashley	Grades PK-4 (2825)	4	Math	8	100	0
1156	Looney, Taylor	Grades PK-4 (2825)	1,3,5	Grades 1-3, 5	8	75	25
1157	Lubin, Rachel	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
1158	Lubin, Ryan	English 7-12 (3230)	11	English	8	100	0
1159	Lucas, Wendy	Intern Special Education PK-12 (9231)	6-8	Itinerant Learning Support	8	100	0
1160	Lum, Nathaniel	Special Education PK-12 (9231)	9-12	FT Life Skills	8	100	0
1161	Lum, Philip	Social Studies 7-12 (8875) , Bus-Computer-Info Tech PK-12 (1603)	8	Social Studies	8	100	0
1162	Lundy, Bobbi-Jo	Grades PK-4 (2825)	2	ELA	8	100	0
1163	Lynch, Alisa	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6	Science	8	100	0
1164	Lynch, Zoe	Music PK-12 (7205)	5	Music	8	100	0
1165	Lyons, Mollie	Grades PK-4 (2825)	4	Math/Science/Social Studies	8	100	0
1166	Mack, Kenesta	Special Education PK-12 (9225) , Principal PK-12 (1115)	K-12	Director Of Special Education	8	100	0
1167	Magnot, Jessie	Mathematics 7-12 (6800) , Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
1168	Magorien, Gary	Social Studies 7-12 (8875) , Principal PK-12 (1115) , Letter of Eligibility Superintendent PK-12 (1150)	9-12	High School Assistant Principal	8	100	0
1169	Maguire, Shannon	Grades PK-4 (2825) , Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	6-8	Itinerant Learning Support	8	100	0

1170	Maholick, Elizabeth	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Library Science PK-12 (6420)	9-12	Science	8	100	0
1171	Mahosky, Chelsea	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	English Language Development	8	100	0
1172	Malave, Jenna	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	5	Math/Science/Social Studies	8	100	0
1173	Maleski, Taryn	Mathematics 7-12 (6800) , Endorsement Online Instruction Program PK-12 (1184)	9	Math	8	100	0
1174	Malingowski, Jenna	Grades PK-4 (2825)	3	Math/Science/Social Studies	8	100	0
1175	Malloy, Jennifer	Library Science PK-12 (6420) , Elementary K-6 (2810)	5	ELA	8	100	0
1176	Malore, Robin	Endorsement Instructional Coach PK-12 (1182) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K	Math/Science/Social Studies	8	100	0
1177	Mangan, Sean	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1178	Manifold, Stanley	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1179	Manning, Stephanie	Health & Physical Educ PK-12 (4805)	5	Health/Physical Education	8	100	0
1180	Marchesini, Kimberly	Ment and/or Phys Handicapped K-12 (9235)	K-12	Special Education -Transitions	8	100	0
1181	Marci , Lindsey	Biology 7-12 (8405)	7	Science	8	100	0
1182	Marcinkiewicz, Ilyse	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1183	Marcinko, Julia	Music PK-12 (7205)	8	Music	8	100	0
1184	Marcus, Suzanne	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Itinerant Emotional Support	8	100	0
1185	Mariano, Rocco	Biology 7-12 (8405)	10-12	Anatomy & Physiology	8	100	0
1186	Markowski, Stefanie	Grades PK-4 (2825) , Special Education PK-8 (9226) , Endorsement Social Emotional and Behavioral Wellness PK-12 (1192)	K-5	Itinerant Learning Support	8	100	0
1187	Marks, Daniel	Principal PK-12 (1115) , Communications 7-12 (3200) , Social Studies 7-12 (8875)	9-12	High School Assistant Principal	8	100	0
1188	Marques, Tara	Grades PK-4 (2825)	4	ELA	8	100	0
1189	Marsh, Mary	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Biology	8	100	0
1190	Marsh, Rose	Mid-Level Science 6-9 (2880) , Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Special Education PK-12 (9225) , Supervisory Supvr Curriculum & Inst PK-12 (2915)	9	Biology	8	100	0
1191	Marshall, Kimberly	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Inst Technology Specialist PK-12 (1825)	9-12	Biology	8	100	0
1192	Martin, Alycia	Grades PK-4 (2825)	3	ELA	8	100	0
1193	Martin, Audrey	Mid-Level English 6-9 (2850) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , Mid-Level Science 6-9 (2880)	9-12	Spanish	8	100	0
1194	Martin, Jennifer	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
1195	Martin, Karissa	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Grades PK-4 (2825) , Grades 5-6 (2826) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Social Studies	8	100	0

1196	Martin, Katey	Art PK-12 (1405) , Family-Consumer Sci PK-12 (5600) , Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
1197	Martin, Madison	English 7-12 (3230)	8	ELA	8	100	0
1198	Martin, Marie	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	3	Grade 3	8	100	0
1199	Martinez Ii, Joseph	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	8	100	0
1200	Martinez, Chelsea	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1201	Martin-Page, Cari	English 7-12 (3230)	8	ELA	8	100	0
1202	Marx, Alexandra	Health & Physical Educ PK-12 (4805)	6	Health/Physical Education	8	100	0
1203	Maselko, Bianca	English 7-12 (3230)	11	English	8	100	0
1204	Mash, Emily	English 7-12 (3230) , Mathematics 7-12 (6800) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225) ,	9-12	Supplemental Learning Support	8	100	0
1205	Mason, Julia	English 7-12 (3230)	9-12	English	8	100	0
1206	Massack, Victoria	English 7-12 (3230)	7	ELA	8	100	0
1207	Mastrian, Katherine	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA	8	100	0
1208	Matechak, Brittany	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	Supplemental Learning Support	8	100	0
1209	Mateljan, Kelly	Grades PK-4 (2825)	5	ELA	8	100	0
1210	Matincheck, Jessica	Endorsement Mathematics Coach PK-12 (1183) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	2	English Language Development	8	100	0
1211	Matlin, Daphne	Elementary K-6 (2810) , Special Education PK-12 (9225) , Mathematics 7-12 (6800)	9-12	Supplemental Learning Support	8	100	0
1212	Matrishion, Deanna	English 7-12 (3230)	10	English	8	100	0
1213	Matthews, Barbara	Music PK-12 (7205)	9-12	Music	8	100	0
1214	Mattos, Timmy	Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1215	Maudie, Brooke	English 7-12 (3230)	9-12	English	8	100	0
1216	Mauro, Tia	Technology Education PK-12 (6075)	10-12	Bcit-Ind Design	8	100	0
1217	Mausteller, Amber	Biology 7-12 (8405) , Chemistry 7-12 (8420)	10-12	Chemistry	8	100	0
1218	Maya, Tara	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Itinerant Emotional Support	8	100	0
1219	Mazza, Valerie	Elementary K-6 (2810) , Music PK-12 (7205)	5	Music	8	100	0
1220	Mazzagatti, Sandra	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Learning Support	8	100	0
1221	Mcalister, Kelli	Elementary K-6 (2810)	K	Kindergarten	8	100	0
1222	Mcandrew, Julia	Grades PK-4 (2825)	3	Math/Science/Social Studies	8	100	0
1223	Mcandrew, Lindsey	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA	8	100	0
1224	Mcauliffe, Molly	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
1225	Mcbride, Sherry	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825)	9-12	Social Studies	8	100	0
1226	Mcburney, Shane	Mid-Level Mathematics 6-9 (2860) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1227	Mccabe, Jocelyn	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
1228	Mccarthy, Alexis	Health & Physical Educ PK-12 (4805)	7	Health/Physical Education	8	100	0
1229	Mccormick, Therese	English 7-12 (3230)	7	ELA	8	100	0
1230	Mccoy, George	Principal PK-12 (1115) , Supervisory Supvr Curriculum & Inst PK-12 (2915) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	High School Principal	8	100	0

1231	Mccullough, Leeann	Biology 7-12 (8405) , Elementary K-6 (2810) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1232	Mccurdy, Elizabeth	English 7-12 (3230)	7	ELA	8	100	0
1233	Mccutcheon, Stephanie	Elementary K-6 (2810)	1	Co-Teaching	8	100	0
1234	Mcdermott, Katherine	, Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades PK-4 (2825) , English 7-12 (3230)	K-12	English Language Development Reso	8	100	0
1235	Mcdevitt, Daniel	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1236	Mcdonald, Erin	Social Studies 7-12 (8875) , English 7-12 (3230)	9-12	Social Studies	8	100	0
1237	Mcdonough Iii, Gerard	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1238	Mcdonough, Cynthia	Principal PK-12 (1115) , Biology 7-12 (8405)	9-12	High School Assistant Principal	8	100	0
1239	Mcdonough, Jason	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1240	Mcdonough, Mickalena	Elementary K-6 (2810) , Grades PK-4 (2825)	K-5	Math	8	100	0
1241	Mcglauflin, Michelle	Technology Education PK-12 (6075)	6	Career Planning	8	100	0
1242	Mcgoldrick, Lea Anne	Art PK-12 (1405)	7	Art	8	100	0
1243	Mcgowan, Elizabeth	Principal PK-12 (1115) , Grades PK-4 (2825) , Grades 5-6 (2826)	5	ELA	8	100	0
1244	Mcgowan, James	#N/A	9-12	ASL	8	0	100
1245	Mcgrogan, Sara	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0
1246	Mcguiney , Eric	Health & Physical Educ PK-12 (4805)	7	Health/Physical Education	8	100	0
1247	Mcguire, Amanda	Elementary K-6 (2810)	K-5	Social Studies	8	100	0
1248	Mcguire, Natalie	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1249	Mcgurgan, Jill	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	6	ELA	8	100	0
1250	Mchale, Angela	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades PK-4 (2825)	5	Math/Science/Social Studies	8	100	0
1251	Mckenzie, Danielle	Biology 7-12 (8405)	9	Biology	8	100	0
1252	Mckeon, Jill	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-12 (9225)	8	Supplemental Learning Support	8	100	0
1253	Mckinnon, Angela	Special Education PK-12 (9231)	K-12	Special Education Resource	8	100	0
1254	Mclaughlin, Nicholas	Social Studies 7-12 (8875) , English 7-12 (3230)	12	English	8	100	0
1255	Mclaughlin, Scott	Biology 7-12 (8405) , Agriculture PK-12 (1200)	9-12	Science	8	100	0
1256	Mcmahon, Nicole	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Itinerant Emotional Support	8	100	0
1257	Mcmullen, Michael	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Supervisor of Special Education	8	100	0
1258	Mcmurray, Erin	Health & Physical Educ PK-12 (4805)	8	Health/Physical Education	8	100	0
1259	Mcmynne, Robyn	Ment and/or Phys Handicapped K-12 (9235)	9-12	Supplemental Learning Support	8	100	0
1260	Mcnelis, Nicole	English 7-12 (3230)	9-12	English	8	100	0
1261	Mcquillan, Catherine	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1262	Mead, Megan	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
1263	Meadows, Linda	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
1264	Mealy, Jessica	English 7-12 (3230)	11	English	8	100	0
1265	Mecca, Kayla	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1266	Meglio, Gina	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT Life Skills	8	100	0
1267	Mehalko, Melissa	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1268	Mehm, Isabella	Grades PK-4 (2825)	2	Grade 2	8	100	0

1269	Mellott, Dawn	, Mathematics 7-12 (6800) , General Science 7-12 (8450)	6-8	Math	8	100	0
1270	Mendicino, Valerie	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	Itinerant Emotional Support	8	100	0
1271	Menzoff, Katelyn	Grades PK-4 (2825)	4	Math/Science/Social Studies	8	100	0
1272	Merola, Lauren	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1273	Merrigan, Maria	Grades PK-4 (2825)	1	Grade 1	8	100	0
1274	Mesher, Lisa	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
1275	Meslener, Marcus	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1276	Messick, Hilary	English 7-12 (3230) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1277	Messner, Katherine	Grades PK-4 (2825) , Library Science PK-12 (6420) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	K	Kindergarten	8	100	0
1278	Metro, Kelly	Endorsement Autism PK-12 (1180) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
1279	Metz-Cherne, Emily	English 7-12 (3230) , Spanish PK-12 (4490)	10-12	Spanish	8	100	0
1280	Metzger, Melissa	Elementary K-6 (2810)	K	ELA	8	100	0
1281	Meyer, Ashley	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	1	Grade 1	8	100	0
1282	Michael, Nicole	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1283	Michael, Stephanie	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K-5	Elementary Assistant Principal	8	100	0
1284	Michener, Joseph	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9	Social Studies	8	100	0
1285	Michlovsky, Candace	Principal PK-12 (1115) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
1286	Middaugh, Alexis	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA	8	100	0
1287	Mikolajczyk, Elizabeth	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
1288	Milam, Amanda	Art PK-12 (1405)	8	Art	8	100	0
1289	Milillo , Heather	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1290	Miller, Allison	Grades PK-4 (2825) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	2	ELA	8	100	0
1291	Miller, Amy	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
1292	Miller, Beth	English 7-12 (3230)	10-12	English	8	100	0
1293	Miller, Corinne	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1294	Miller, Crystal	Principal PK-12 (1115) , Elementary K-6 (2810)	6-8	Middle School Assistant Principal	8	100	0
1295	Miller, Elizabeth	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 5-6 (2826) , Grades PK-4 (2825)	9-12	English Language Development	8	100	0
1296	Miller, Gemma	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
1297	Miller, Janna	Mathematics 7-12 (6800)	7	Math	8	100	0
1298	Miller, Justin	Social Studies 7-12 (8875) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1299	Miller, Kayla	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Supplemental Learning Support	8	100	0
1300	Miller, Kelly	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1301	Miller, Lindsey	English 7-12 (3230)	7	ELA	8	100	0
1302	Miller, Michael	Mathematics 7-12 (6800)	10-12	Math	8	100	0

1303	Miller, Norman	Elementary Principal K-6 (1100) , English 7-12 (3230) , Letter of Eligibility Superintendent PK-12 (1150) , Secondary Principal 7-12 (1105)	9-12	Provost-High School	8	100	0
1304	Miller, Rachael	Career and Technical Cooperative Ed. 7-12 (2361) , Career and Technical Cosmetology 7-12 (2023)	10-12	Cosmetology	8	0	100
1305	Miller, Rachel	Elementary School Counselor K-6 (1836)	K-5	Counseling	8	100	0
1306	Miller, Sarah	Art PK-12 (1405)	9-12	Art	8	100	0
1307	Miller, Stacy	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1308	Miller, Tracy	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1309	Milliken, Kaitlyn	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
1310	Milton, Melanie	Grades PK-4 (2825) , Grades 5-6 (2826)	6	Math	8	100	0
1311	Mishura, Corey	Elementary K-6 (2810)	6	Career Planning	8	100	0
1312	Mistretta, Lindsay	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	Supplemental Learning Support	8	100	0
1313	Modrak, Emma	Grades PK-4 (2825)	3	Grade 3	8	100	0
1314	Mohler, Ryland	#N/A	9	Culinary	8	0	100
1315	Monaco, Tanya	Elementary K-6 (2810)	4	ELA	8	100	0
1316	Mondell, Elizabeth	Health & Physical Educ PK-12 (4805)	8	Health/Physical Education	8	100	0
1317	Monfiletto, Joanne	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1318	Monos, Todd	Letter of Eligibility Superintendent PK-12 (1150) , Supervisory Supvr Curriculum & Inst PK-12 (2915) , Elementary K-6 (2810) , Administrative Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
1319	Monroe, Brooke	Health & Physical Educ PK-12 (4805)	6	Health/Physical Education	8	100	0
1320	Monroig, Marta	Principal PK-12 (1115) , Elementary K-6 (2810)	K-5	Elementary Assistant Principal	8	100	0
1321	Monson, Abby	Mathematics 7-12 (6800)	9	Math	8	100	0
1322	Montag, Jenna	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880)	8	ELA	8	100	0
1323	Montgomery, Erica	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Supplemental Learning Support	8	100	0
1324	Moore, Clare	Family-Consumer Sci PK-12 (5600) , Health & Physical Educ PK-12 (4805)	K	Health/Physical Education	8	100	0
1325	Moore, Debra	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1326	Moran, Celia	Grades PK-4 (2825)	5	Grade 5	8	0	100
1327	Moraski, Jessica	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	6	Social Studies	8	100	0
1328	Mordan, Jan	Elementary K-6 (2810) , Music PK-12 (7205) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	3	Music	8	100	0
1329	Morgan, Monica	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Math	8	100	0
1330	Morgenstern, Amanda	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1331	Morris, Shannon	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1332	Morrow, Daniel	Principal PK-12 (1115) , Music PK-12 (7205)	9-12	High School Assistant Principal	8	100	0
1333	Morrow, Lisa	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Reading Specialist PK-12 (7650) , English 7-12 (3230) , Special Education PK-12 (9225)	12	Supplemental Learning Support	8	100	0
1334	Moseley, Lauren	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	Math/Science/Social Studies	8	100	0

1335	Moser, Ashley	NA	9-12	Special Education Resource	8	0	100
1336	Moser, Diane	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Mid-Level Science 6-9 (2880) , Physics 7-12 (8470)	10-12	Physics	8	100	0
1337	Moser, Jessica	Biology 7-12 (8405) , General Science 7-12 (8450) , Special Education PK-12 (9225)	9	Biology	8	100	0
1338	Moss, Joseph	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1339	Motter, Maggie	Biology 7-12 (8405)	9-12	Biology	8	100	0
1340	Mowrer, Tiffany	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	Itinerant Emotional Support	8	100	0
1341	Mowry, Jessica	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-8	Elementary & Middle School Special	8	100	0
1342	Moyer, Amanda	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	9-12	Supplemental Learning Support	8	100	0
1343	Moyer, Jeffrey	Health & Physical Educ PK-12 (4805)	5	Health/Physical Education	8	100	0
1344	Mueller, Cynthia	Elementary K-6 (2810)	3	ELA	8	100	0
1345	Mulder, Amanda	Mid-Level English 6-9 (2850) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1346	Mulholland, Nicholas	Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1347	Mullins, Kristen	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Supplemental Learning Support	8	100	0
1348	Munley, Katrina	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1349	Munoz, Justine	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-8 (9226) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Supplemental Learning Support	8	100	0
1350	Murdock, Ryan	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	9	BCIT	8	100	0
1351	Murk, Katelyn	English 7-12 (3230)	10	English	8	100	0
1352	Murlatt, Alicia	Music PK-12 (7205) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	FT Life Skills	8	100	0
1353	Murphy, Krystal	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Environmental Science	8	100	0
1354	Murphy, Michael	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1355	Murphy, Stephanie	English 7-12 (3230)	9-12	High School Resource (General Ed)	8	100	0
1356	Murray, Emily	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	5	ELA	8	100	0
1357	Murray, Margaux	English 7-12 (3230)	9-12	English	8	100	0
1358	Musgrove, Holliann	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	3-5	FT Autistic Support	8	100	0
1359	Musher, Kristin	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT Life Skills	8	100	0
1360	Musser, David	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	7	Supplemental Learning Support	8	100	0
1361	Musser, Kelly	Social Studies 7-12 (8875) , Principal PK-12 (1115)	7	Middle School Principal	8	100	0
1362	Musto, Shari	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1363	Myer, Lynsey	Grades 5-6 (2826) , Grades PK-4 (2825) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K	Kindergarten	8	100	0
1364	Myers, Amanda	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1365	Myers, Anna	Elementary K-6 (2810)	2	Math/Science/Social Studies	8	100	0

1366	Myers, Kali	English 7-12 (3230)	7	ELA	8	100	0
1367	Myers, Melissa	Mathematics 7-12 (6800)	9	Math	8	100	0
1368	Myers, Nathan	, Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Physics 7-12 (8470)	10-12	Earth Science	8	100	0
1369	Mylen, Jodie	Grades PK-4 (2825)	3	ELA	8	100	0
1370	Naculich, Brittany	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1371	Nadzan, Melissa	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Supervisor of Special Education	8	100	0
1372	Naeher, Karis	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , German PK-12 (4420)	9-12	English Language Development	8	100	0
1373	Nagle, Abigail	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1374	Nagle, Mitchell	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1375	Nale, Michael	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Non-Certified Educator Designation Non-Certified Educator PK-12 (20000)	5	Math/Science/Social Studies	8	100	0
1376	Nalesnik, Jacen	Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
1377	Nanassy, Clayton	Chemistry 7-12 (8420) , Mathematics 7-12 (6800)	9-12	Algebra	8	100	0
1378	Nau, Christy	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	K-12	Math	8	100	0
1379	Nauman, Daniel	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1380	Naylor, Dana	Principal PK-12 (1115) , Elementary K-6 (2810) , Mathematics 7-12 (6800) , Mid-Level Mathematics 6-9 (2860)	9-12	Math	8	100	0
1381	Neff, Marshall	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1382	Nehring, Amy	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Reading Specialist PK-12 (7650)	6-8	Reading Specialist	8	100	0
1383	Neidert, Sara	English 7-12 (3230)	9-12	English	8	100	0
1384	Nelson, Evia	#N/A	9-12	High School Resource (General Ed)	8	0	100
1385	Nemecz, Joseph	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Math	8	100	0
1386	Nemes, Kelly	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1387	Nesfeder, Michele	#N/A	10-12	Science	8	0	100
1388	Nestico, Nicole	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1389	Nettles, Katiera	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	K	Health/Physical Education	8	100	0
1390	Newell, Robert	English 7-12 (3230)	8	Career Planning	8	100	0
1391	Newman, Emilee	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1392	Nezat-Pyne, Alecia	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1393	Nguyen, Jamie	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	FT Autistic Support	8	100	0
1394	Nguyen, Vicky	, Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	5	English Language Development	8	100	0
1395	Nichols, Myrissa	Special Education PK-12 (9231) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	9-12	Itinerant Learning Support	8	100	0
1396	Nickler, Suzanne	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
1397	Niehaus, Karen	Special Education PK-12 (9225) , Principal PK-12 (1115)	K-12	Supervisor of Special Education	8	100	0
1398	Niemiec, Aubree	Earth and Space Science 7-12 (8440)	9-12	Earth Science	8	100	0
1399	Niemiec, Michele	Grades PK-4 (2825)	3	ELA	8	100	0
1400	Niklaus, Lenae	Physics 7-12 (8470) , General Science 7-12 (8450)	10-12	Environmental Science	8	100	0

1401	Nines Jr, Michael	Technology Education PK-12 (6075) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Mathematics 7-12 (6800)	9-12	Math	8	100	0
1402	Nissley, Anna	English 7-12 (3230)	10	English	8	100	0
1403	Nitto, Susan	Elementary K-6 (2810)	2	Math/Science/Social Studies	8	100	0
1404	Nocera, Brittney	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
1405	Noldy, Mirhia	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	7	English Language Development	8	100	0
1406	Nordenhold, Matthew	School Psychologist PK-12 (1875)	6-8	School Psychologist	8	100	0
1407	Normil, Amber	Elementary K-6 (2810) , Library Science PK-12 (6420) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115) , Public Librarian Professional Certificate of Preliminary Education - (10000)	6	Math	8	100	0
1408	Norris, Jessica	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	9-12	Science	8	100	0
1409	Norwood, Jennifer	English 7-12 (3230) , Reading Specialist PK-12 (7650)	6-8	Reading Specialist	8	100	0
1410	Noss, Leora	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1411	Nugent, Alissa	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Math/Science/Social Studies	8	100	0
1412	Nunez, Samantha	English 7-12 (3230)	7	ELA	8	100	0
1413	Nuss, Abigail	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1414	Oberholtzer, Stephanie	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1415	Oberlies, Emily	English 7-12 (3230) , Special Education 7-12 (9227)	9	English	8	100	0
1416	O'Black, Shannon	Biology 7-12 (8405)	7	Science	8	100	0
1417	O'Boyle, Kyleigh	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	10-12	Math	8	100	0
1418	Obrien, Brandy	Grades PK-4 (2825) , Special Education PK-8 (9226) , Exceptional Case Special Education 7-12 (9227)	6-8	Itinerant Emotional Support	8	100	0
1419	O'Brien, Kelly	Citizenship 7-12 (8825)	9-12	Social Studies	8	100	0
1420	O'Brien, Sarah	Family-Consumer Sci PK-12 (5600) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	1	ELA	8	100	0
1421	Obst, Michelle	Physics 7-12 (8470) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Science	8	100	0
1422	Odell, Sarah	Early Childhood N-3 (2840)	K	Math/Science/Social Studies	8	100	0
1423	Odin, Alison	Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1424	O'Farrill, Vanessa	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
1425	Ogunwale, Melanie	Art PK-12 (1405)	9-12	Art	8	100	0
1426	Ohrel, Rebecca	Biology 7-12 (8405)	9-12	Biology	8	100	0
1427	Oister, Christa	Elementary K-6 (2810) , Special Education PK-8 (9226)	K-12	Social Skills	8	100	0
1428	O'Leary, Kaitlin	English 7-12 (3230)	9	English	8	100	0
1429	Olivetti, Dreon	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405)	6	Art	8	100	0
1430	Olizarowicz, Kimberly	English 7-12 (3230)	8	ELA	8	100	0
1431	Olsavsky, Michelle	Endorsement Instructional Coach PK-12 (1182) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1432	Olson, Jacob	English 7-12 (3230)	9-12	English	8	100	0

1433	O'Malley, Breanne	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	ELA	8	100	0
1434	Ometz, Tara	Mathematics 7-12 (6800)	9	Math	8	100	0
1435	O'Neal, Claire	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Emotional Support	8	100	0
1436	O'Neil, Molly	Principal PK-12 (1115) , Letter of Eligibility Superintendent PK-12 (1150) , Special Education PK-12 (9225) , Elementary K-6 (2810)	K-12	Director Of Special Education	8	100	0
1437	O'Neill, Laura	Elementary K-6 (2810)	7	Science	8	0	100
1438	Opolsky Iv, Clarence	Social Studies 7-12 (8875) ,	9-12	Social Studies	8	100	0
1439	Orcutt, Michelle	Special Education PK-12 (9225) , Supervisory Supvr Special Education PK-12 (9215)	K-12	Provost-Special Education	8	100	0
1440	Oressey, Mark	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
1441	Orsulak, Michele	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	1	English Language Development	8	100	0
1442	Ortiz De Montellano Valero, Fa	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades PK-4 (2825) , Social Studies 7-12 (8875) , Spanish PK-12 (4490)	10-12	Spanish	8	100	0
1443	Orzel, Kaitlin	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT Life Skills	8	100	0
1444	Osborne, Karen	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875) , Special Education PK-12 (9225)	8	Math	8	100	0
1445	Osborne, Nancy	General Science 7-12 (8450) , Biology 7-12 (8405)	8	Science	8	100	0
1446	Osmolia, Kelly	Elementary K-6 (2810) , Special Education PK-8 (9226)	6-8	Itinerant Emotional Support	8	100	0
1447	Ospina, Kelly	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-12	English Language Development	8	100	0
1448	Ossont, Justin	#N/A	9-12	Social Studies	8	0	100
1449	Ostinowsky, Joseph	Health & Physical Educ PK-12 (4805)	9	Health/Physical Education	8	100	0
1450	Ostrowski, Cheryl	Mid-Level English 6-9 (2850) , Elementary K-6 (2810)	1	Math/Science/Social Studies	8	100	0
1451	Oswalt, Lacey	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	6-8	Reading Specialist	8	100	0
1452	O'Toole, Kaitlyn	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1453	Pacana, Erin	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	8	100	0
1454	Pace, Marlo	Biology 7-12 (8405)	9	Biology	8	100	0
1455	Pachucy, George	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
1456	Pacuch, Jeffrey	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1457	Pagliari, Chapree	School Psychologist PK-12 (1875)	6-8	School Psychologist	8	100	0
1458	Pakstis, Carla	Communications 7-12 (3200) , Elementary K-6 (2810) , English 7-12 (3230) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	10	Supplemental Learning Support	8	100	0
1459	Palazzi, Sarah	Principal PK-12 (1115) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Elementary Assistant Principal	8	100	0
1460	Palcko, Dena	English 7-12 (3230) , Library Science PK-12 (6420) , Reading Specialist PK-12 (7650)	9-12	English	8	100	0
1461	Palermo, Molly	English 7-12 (3230) , Grades PK-4 (2825) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
1462	Palmer, Ashley	Grades 5-6 (2826) , Grades PK-4 (2825)	1	ELA	8	100	0
1463	Palmer, Brandi	Elementary K-6 (2810)	2	Math/Science	8	100	0

1464	Palomba, Diana	English 7-12 (3230)	11	English	8	100	0
1465	Palyo, Daniel	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1466	Palyo, Tammy	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1467	Pankake, Kendall	Principal PK-12 (1115), Spanish PK-12 (4490)	9-12	High School Assistant Principal	8	100	0
1468	Paplomatas, Jennifer	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6-8	Math	8	100	0
1469	Pappaterri, Kristina	Biology 7-12 (8405)	9	Biology	8	100	0
1470	Parker, Cynthia	Early Childhood N-3 (2840) , French PK-12 (4410) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	1	English Language Development	8	100	0
1471	Parks, Samantha	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	8	100	0
1472	Parsons, Caitlin	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1473	Paskaitis, Vanessa	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
1474	Paskovitch, Carol	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Itinerant Learning Support	8	100	0
1475	Pasquarella, Kelly	Elementary K-6 (2810)	6	ELA	8	100	0
1476	Pasquariello, Ashley	English 7-12 (3230)	9-12	English	8	100	0
1477	Passeri, Lisa	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
1478	Paterniti, Angela	Elementary K-6 (2810) , Special Education PK-12 (9231)	9-12	Itinerant Emotional Support	8	100	0
1479	Patino, Tessa	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1480	Patla, Jennifer	Elementary K-6 (2810)	2	Math/Science	8	100	0
1481	Patrick, Agatha	Family-Consumer Sci PK-12 (5600) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Family & Consumer Science	8	100	0
1482	Paul, Kyle	Grades PK-4 (2825) , Special Education PK-8 (9226) , Supervisory Supvr Special Education PK-12 (9215)	K-12	Director Of Special Education	8	100	0
1483	Pauley, Colleen	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Supplemental Learning Support	8	100	0
1484	Pauley, Jonathan	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1485	Pauly, Melody	Mathematics 7-12 (6800)	9	Math	8	100	0
1486	Pavese, Jaclyn	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	Math	8	100	0
1487	Pavlovich, Danielle	Exceptional Case Special Education 7-12 (9227) , Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	3-5	Itinerant Learning Support	8	100	0
1488	Pawelski, Juliet	Spanish PK-12 (4490)	9-12	Spanish	8	100	0
1489	Pawlik, Trevor	Chemistry 7-12 (8420)	10-12	Chemistry	8	100	0
1490	Pawloski, Sara	Grades 5-6 (2826) , Grades PK-4 (2825)	5	Math/Science/Social Studies	8	100	0
1491	Pawlowski, Brooke	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1492	Peda, Joann	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	Science	8	100	0
1493	Pelletier, Robert	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
1494	Pelo, Adrienne	Elementary K-6 (2810)	4	ELA	8	100	0
1495	Penn, Chad	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0

1496	Pepley, Linda	Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600) , Library Science PK-12 (6420) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	9-12	Family & Consumer Science	8	100	0
1497	Perez, Kristin	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	K-12	Special Education Resource	8	100	0
1498	Perkins, Ellen	Music PK-12 (7205)	9	Music	8	100	0
1499	Perkins, Michael	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226)	6-8	Supplemental Learning Support	8	100	0
1500	Pero, Nicole	School Speech & Language Pathologist PK-12 (1883)	K-12	Speech & Language Therapist	8	100	0
1501	Perretta, Stephanie	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	9	Math	8	100	0
1502	Perrotto, Anthony	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	High School Assistant Principal	8	100	0
1503	Pesavento, Jacqueline	Grades PK-4 (2825)	8	Math	8	0	100
1504	Peters, Elissa	Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1505	Peters, Laura	Hearing Impaired PK-12 (9205) , Home and School Visitor PK-12 (1850)	9-12	ASL	8	0	100
1506	Peters, Melanie	Elementary K-6 (2810) , English 7-12 (3230)	K-5	Elementary Resource	8	100	0
1507	Petersen, Deborah	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
1508	Peterson, Joanne	English 7-12 (3230) , Principal PK-12 (1115) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	High School Assistant Principal	8	100	0
1509	Peterson, Lillian	School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
1510	Petrole, Meghan	Health & Physical Educ PK-12 (4805)	8	Health/Physical Education	8	100	0
1511	Petrovich, Nicole	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	8	ELA	8	100	0
1512	Petrunak, Julianne	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Supplemental Learning Support	8	100	0
1513	Petrunak, Robert	Biology 7-12 (8405) , Chemistry 7-12 (8420) , General Science 7-12 (8450)	9	Earth Science	8	100	0
1514	Petula, Patricia	English 7-12 (3230)	10	English	8	100	0
1515	Pfeiffer, Sarah	Mathematics 7-12 (6800)	8	Math	8	100	0
1516	Pham, Nam	Elementary K-6 (2810) , Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
1517	Phillips, Erin	English 7-12 (3230) , Mathematics 7-12 (6800) , Music PK-12 (7205)	10	Math	8	100	0
1518	Phillips, Erin	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1519	Phillips, Lindsay	Early Childhood N-3 (2840) , Special Education PK-12 (9225) , Endorsement Autism PK-12 (1180)	3-5	FT Life Skills	8	100	0
1520	Phillips, Mary	English 7-12 (3230) , Reading Specialist PK-12 (7650)	11	English	8	100	0
1521	Phillips, Weston	Biology 7-12 (8405)	9	Biology	8	100	0
1522	Piccolino, Emily	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
1523	Piconi-Augelli, Grace	English 7-12 (3230)	8	ELA	8	100	0
1524	Pierce, Erin	Supervisory Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1525	Pierce, Nicole	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	Supplemental Learning Support	8	100	0
1526	Piligno, Alisha	English 7-12 (3230)	9	English	8	100	0

1527	Piovesan, Pamela	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Itinerant Learning Support	8	100	0
1528	Pisch, Rebecca	Special Education PK-8 (9226) , Principal PK-12 (1115) , Elementary K-6 (2810)	K-12	Director Of Special Education	8	100	0
1529	Pisczek, Heather	Hearing Impaired PK-12 (9205) , Visually Impaired PK-12 (9290)	K-12	Vision/Hearing Imp	8	100	0
1530	Pittas, Julie	Spanish PK-12 (4490) , Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1531	Plank, Nicholas	Bus-Computer-Info Tech PK-12 (1603) , Mid-Level Mathematics 6-9 (2860) , Safety Ed/Driver Ed 7-12 (5215)	10-12	BCIT	8	100	0
1532	Plassio, Michael	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875)	10-12	BCIT	8	100	0
1533	Plummer, Jennifer	Elementary K-6 (2810)	6	ELA	8	100	0
1534	Plyler, Shannon	Reading Specialist PK-12 (7650) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	Itinerant Learning Support	8	100	0
1535	Podskoch, Jessica	English 7-12 (3230) , Special Education 7-12 (9227)	12	English	8	100	0
1536	Polaha, Brian	Elementary K-6 (2810)	6	Social Studies	8	100	0
1537	Pollits, Emily	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	Supplemental Learning Support	8	100	0
1538	Pollner, Andrew	Bus-Computer-Info Tech PK-12 (1603) , Mid-Level Mathematics 6-9 (2860)	9-12	BCIT	8	100	0
1539	Polly, Keith	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
1540	Pond, Christel	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Principal PK-12 (1115)	9-12	Itinerant Learning Support	8	100	0
1541	Pond, Heather	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825) , Mathematics 7-12 (6800)	7	Math	8	100	0
1542	Ponsoll, Ashley	English 7-12 (3230)	9-12	English	8	100	0
1543	Porr, Joseph	Elementary K-6 (2810)	6	Science	8	100	0
1544	Portell, Lauren	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1545	Porter, Terri	English 7-12 (3230)	10	English	8	100	0
1546	Potechko, Elizabeth	Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Social Studies	8	100	0
1547	Potter, Gina	Elementary K-6 (2810)	5	Grade 5	8	100	0
1548	Potts, Caterina	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT Life Skills	8	100	0
1549	Poydence, Raechel	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Emotional Support	8	100	0
1550	Prandy, Sarah	School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
1551	Pressley, Amber	Special Education PK-12 (9231)	9-12	Itinerant Emotional Support	8	100	0
1552	Preston, Christine	Family-Consumer Sci PK-12 (5600) , Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450) , Bus-Computer-Info Tech PK-12 (1603) , Reading Specialist PK-12 (7650) , Health PK-12 (4810) , Biology 7-12 (8405) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Science 6-9 (2880) , English 7-12 (3230)	9	Biology	8	100	0
1553	Preston, Jason	#N/A	9-12	Science	8	0	100
1554	Presutti, Melissa	Special Education PK-8 (9226) , Elementary K-6 (2810)	K-2	FT Autistic Support	8	100	0
1555	Price-Hamilton, Erin	Music PK-12 (7205)	2 & 5	Music	8	100	0
1556	Primus, Aimee	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	3	Art	8	0	100

1557	Prisuta, Bruce	Health & Physical Educ PK-12 (4805)	7	Health/Physical Education	8	100	0
1558	Pritt, Isabella	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
1559	Probst, Joshua	Biology 7-12 (8405) , Chemistry 7-12 (8420)	10-12	Marine Biology	8	100	0
1560	Prodente-Jackson, Angela	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-8 (9226)	4	ELA	8	100	0
1561	Pugh, Morgan	Special Education PK-8 (9226) , Grades PK-4 (2825) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	FT Life Skills	8	100	0
1562	Pugliano, Jessica	Bus-Computer-Info Tech PK-12 (1603) , Music PK-12 (7205)	10-12	Music	8	100	0
1563	Purdy, Marcy	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1564	Putnam, Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1565	Putt, Tori	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1566	Pyles, Kristen	Special Education PK-12 (9231) , Grades PK-4 (2825)	K-2	FT Autistic Support	8	100	0
1567	Quigley, Rachel	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
1568	Quinlan , Eileen	English 7-12 (3230)	9-12	English	8	100	0
1569	Quinn, Kelly	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1570	Quinn, Mark	Special Education PK-8 (9226) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0
1571	Raco, Anthony	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1572	Radel, Isabel	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
1573	Radico, Lauren	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1574	Radjavitch, Jessica	Grades PK-4 (2825) , Endorsement Online Instruction Program PK-12 (1184) , Special Education PK-12 (9231)	9-12	Itinerant Emotional Support	8	100	0
1575	Rafferty, Diane	Grades 5-6 (2826) , Grades PK-4 (2825) , Mid-Level Mathematics 6-9 (2860) , Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837) , Mid-Level Science 6-9 (2880)	7	Science	8	100	0
1576	Raible, Christina	Mathematics 7-12 (6800)	9	Math	8	100	0
1577	Rain, Victoria	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
1578	Rajnish, Melissa	Grades PK-4 (2825)	K	ELA	8	100	0
1579	Rakar, Tamara	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1580	Ramos, Laurel	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	8	ELA	8	100	0
1581	Ramos, Yadilka	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1582	Ramsey, Cathryn	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Principal PK-12 (1115) , Special Education PK-12 (9225)	8	Supplemental Learning Support	8	100	0
1583	Randall, Hannah	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	FT Learning Support	8	100	0
1584	Raymond, Kirsten	Health PK-12 (4810) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Family-Consumer Sci PK-12 (5600) , Biology 7-12 (8405) , Earth and Space Science 7-12 (8440)	10-12	Earth Science	8	100	0
1585	Read, Christie	Grades PK-4 (2825)	K	ELA	8	100	0
1586	Reahm, Laura	Special Education PK-12 (9225)	8	Supplemental Learning Support	8	100	0
1587	Reed, Jennifer	English 7-12 (3230)	10	English	8	100	0
1588	Reed, Suzanne	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6-8	Itinerant Learning Support	8	100	0

1589	Reedy, Sarah	#N/A	11-12	BCIT	8	0	100
1590	Rees, Amanda	General Science 7-12 (8450) , Spanish PK-12 (4490) , Biology 7-12 (8405)	7	Science	8	100	0
1591	Refice, Lindsey	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
1592	Regina, Casey	Mathematics 7-12 (6800) , Mid-Level Science 6-9 (2880) , Principal PK-12 (1115)	9	Math	8	100	0
1593	Reid, Crystal	Mathematics 7-12 (6800) , Bus-Computer-Info Tech PK-12 (1603)	10-12	Math	8	100	0
1594	Reid, Heidi	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Supplemental Learning Support	8	100	0
1595	Reid, Kelli	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0
1596	Reigle, Curtis	Mathematics 7-12 (6800) , Technology Education PK-12 (6075)	9-12	Math	8	100	0
1597	Reilly, Stephanie	Grades PK-4 (2825) , Special Education PK-8 (9226) , Supervisory Supvr Special Education PK-12 (9215) , Special Education Expansion 7-12 (9229)	9-12	Learning Support	8	100	0
1598	Reinheimer, Zachary	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1599	Reisinger, Alexis	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1600	Remai, Stephen	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1601	Remmel, Lori	, Art PK-12 (1405) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	Art	8	100	0
1602	Rhan, Sarah	Music PK-12 (7205)	6	Music	8	100	0
1603	Rhine, Heather	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Supervisory Supvr Special Education PK-12 (9215)	9-12	FT Learning Support	8	100	0
1604	Rhoades, Tracie	Mid-Level English 6-9 (2850) , Ment and/or Phys Handicapped K-12 (9235)	11	Supplemental Learning Support	8	100	0
1605	Rhoads, Rachel	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
1606	Rhone, Sarah	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Special Education Resource	8	100	0
1607	Ricci, Jenna	Biology 7-12 (8405) , Environmental Educ PK-12 (4820)	9-12	Science	8	100	0
1608	Rice, Julie	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Reading Specialist PK-12 (7650)	9-12	Geometry	8	0	100
1609	Richards, Erin	English 7-12 (3230)	8	ELA	8	100	0
1610	Richards, Sarah	Elementary K-6 (2810) , Spanish PK-12 (4490)	K-5	Reading Specialist	8	0	100
1611	Richards, Tiffany	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1612	Rieger, Jennifer	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K	ELA	8	100	0
1613	Riggatire, Melissa	Art PK-12 (1405)	2 & 5	Art	8	100	0
1614	Riley, Austin	Principal PK-12 (1115) , Mathematics 7-12 (6800) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228)	9-12	Geometry	8	100	0
1615	Ringling, Rachel	Grades PK-4 (2825) , Special Education PK-12 (9225)	K-5	Supplemental Learning Support	8	100	0
1616	Rinker, Nicholas	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1617	Riser, Sarah	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1618	Rishcoff, Bridget	Special Education PK-12 (9231)	9-12	Itinerant Emotional Support	8	100	0
1619	Ritchie, Marisa	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT Learning Support	8	100	0

1620	Ritenour, Kylie	Biology 7-12 (8405) , General Science 7-12 (8450) , Principal PK-12 (1115)	10-12	Environmental Science	8	100	0
1621	Ritter, Joni	Elementary K-6 (2810) , Special Education PK-12 (9225)	4	ELA	8	100	0
1622	Ritter, Patrick	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1623	Rivera Moraes, Diana	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	English Language Development	8	100	0
1624	Rivera, Renee	Mathematics 7-12 (6800)	8	Algebra	8	100	0
1625	Rivera, Tanya	Art PK-12 (1405)	7	Art	8	100	0
1626	Rizzo, Rebecca	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1627	Roberts, Jennifer	Elementary K-6 (2810)	3	Math/Science	8	100	0
1628	Roberts, Timothy	Mathematics 7-12 (6800)	8	Math	8	100	0
1629	Robinson, Jennifer	Elementary K-6 (2810)	6	Science	8	100	0
1630	Rocco, Jacob	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1631	Rockwell, Jamie	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Supervisor of Special Education	8	100	0
1632	Rodgers, Kayla	English 7-12 (3230)	10	English	8	100	0
1633	Roer, Jynene	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1634	Rogan, Elizabeth	Elementary & Secondary School Counselor PK-12 (1839) , Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Counseling	8	100	0
1635	Rogers, Marissa	Health & Physical Educ PK-12 (4805)	9	Health/Physical Education	8	100	0
1636	Rogers, Melissa	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600)	K-5	Elementary Resource	8	100	0
1637	Rogers, Sarah	Principal PK-12 (1115) , Biology 7-12 (8405)	9-12	High School Assistant Principal	8	100	0
1638	Rogers, Tina	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	FT Autistic Support	8	100	0
1639	Rogusky, Kimberly	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1640	Rohrer, Heather	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1641	Rolland, Nicole	Biology 7-12 (8405) , Health PK-12 (4810)	10-12	Anatomy & Physiology	8	100	0
1642	Roman, Matthew	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1643	Romanchick Jr, Thomas	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	8	100	0
1644	Romanelli, Gabriella	English 7-12 (3230) , Reading Specialist PK-12 (7650)	9-12	English	8	100	0
1645	Romano, Jacqueline	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1646	Romberger, Amy	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1647	Romero, Rita	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1648	Ropars, Katlyn	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	ELA	8	100	0
1649	Rosenkrans, Austin	Japanese PK-12 (4440)	9-12	Japanese	8	100	0
1650	Ross, Angelia	Elementary K-6 (2810)	5	ELA	8	100	0
1651	Rossi Rankin, Allison	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT Life Skills	8	100	0
1652	Rossi, Tia	English 7-12 (3230)	9-12	English	8	100	0
1653	Rossino, Anthony	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
1654	Rosswog, Nathan	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	Social Studies	8	100	0

1655	Rosti, Leah	Elementary K-6 (2810)	6	Career Planning	8	100	0
1656	Roth, Amber	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
1657	Roth, Christina	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1658	Roth, Douglas	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
1659	Roth, Merridith	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	Health/Physical Education	8	100	0
1660	Rottet, Boaz	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
1661	Rottet, Thomas	Biology 7-12 (8405) , General Science 7-12 (8450)	7	Science	8	100	0
1662	Rowlands, Stacey	Elementary K-6 (2810)	4	ELA	8	100	0
1663	Roy, Amanda	Supervisory Supvr Special Education PK-12 (9215) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	Supplemental Learning Support	8	100	0
1664	Royal, Marena	Health & Physical Educ PK-12 (4805)	10-12	Health/Physical Education	8	100	0
1665	Rozelle, Danielle	Elementary K-6 (2810) , Special Education PK-12 (9225) ,	9-12	Itinerant Learning Support	8	100	0
1666	Ruby, Natalie	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Math/Science/Social Studies	8	100	0
1667	Rudolf, Jenna	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1668	Rudy Jr, Michael	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1669	Rudy, Shawn	Elementary K-6 (2810) , German PK-12 (4420) , Mathematics 7-12 (6800)	7	Math Honors	8	100	0
1670	Rullo, Lauren	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1671	Rupert, Catherine	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1672	Ruscak, Catherine	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	Science	8	100	0
1673	Russell, Nicolette	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1674	Russo, Ashlyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
1675	Russo, Jennifer	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	5	Supplemental Learning Support	8	100	0
1676	Russo, Typhani	Elementary K-6 (2810) , Library Science PK-12 (6420)	5	ELA	8	100	0
1677	Rutkowski, Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
1678	Ruvo, Brandi	Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	Itinerant Learning Support	8	100	0
1679	Ruyevcan, Rebecca	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA/Social Studies	8	100	0
1680	Ryan, Elizabeth	Mathematics 7-12 (6800) , Endorsement Online Instruction Program PK-12 (1184)	9-12	Math	8	100	0
1681	Ryan, Sarah	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1682	Ryczak, Maura	English 7-12 (3230) , Reading Specialist PK-12 (7650)	8	ELA	8	100	0
1683	Sabatino, Lara	Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	9-12	Math	8	100	0
1684	Sabolek, Joseph	Social Studies 7-12 (8875)	9-12	History	8	100	0
1685	Salmon, Kelly	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
1686	Salsavage, Kelsey	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
1687	Samuelson, Samantha	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	7	Social Studies	8	100	0
1688	Sanders, Bridget	Grades PK-4 (2825) , Special Education PK-8 (9226)	1-2	Math	8	100	0
1689	Sanders, Emily	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Art	8	0	100

1690	Sanders, Leanne	Library Science PK-12 (6420) , Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1691	Sangram, Veena	English 7-12 (3230)	12	English	8	100	0
1692	Sansing, Megan	English 7-12 (3230)	9-12	Communications	8	100	0
1693	Santucci, Amanda	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Science	8	100	0
1694	Sarkady, Darlene	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	8	100	0
1695	Sassaman, Cody	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1696	Sauers, Kristen	Art PK-12 (1405)	1	Art	8	100	0
1697	Saunders, William	Social Studies 7-12 (8875)	9-11	Social Studies	8	100	0
1698	Savage, Britt	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	3-5	FT Autistic Support	8	100	0
1699	Savage, Nicole	English 7-12 (3230) , Supervisory Supvr Curriculum & Inst PK-12 (2915) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115)	9-12	English Language Development	8	100	0
1700	Sawyer, Emma	Health & Physical Educ PK-12 (4805)	6	Health/Physical Education	8	100	0
1701	Sayles, Ashley	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1702	Saylor, Alexis	Music PK-12 (7205)	9-12	Music	8	100	0
1703	Scaggs, Sierra	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Principal PK-12 (1115)	4	ELA	8	100	0
1704	Scalise, Kristen	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	1	ELA	8	100	0
1705	Scally, Jillian	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	FT Autistic Support	8	100	0
1706	Scanlon, Kathleen	English 7-12 (3230)	9	English	8	100	0
1707	Scarborough, Katie	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Supplemental Learning Support	8	100	0
1708	Scarince, Dana	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-2	FT Autistic Support	8	100	0
1709	Scavo, Jessica	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Grade 3	8	100	0
1710	Scavone, Maria Alena	Program Specialist English as a Second Language (ESL) PK-12 (4499) , French PK-12 (4410)	10-12	French	8	100	0
1711	Scenna, Gabriella	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1712	Schaeffer, Danielle	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	6-8	Reading Intervention	8	100	0
1713	Schafer, Jessica	Music PK-12 (7205)	9-12	Music	8	100	0
1714	Schillinger, Charles	Program Specialist English as a Second Language (ESL) PK-12 (4499) , General Science 7-12 (8450) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Social Studies 7-12 (8875)	8	ELA	8	100	0
1715	Schirnhofer, Lindsay	Biology 7-12 (8405)	9	Biology	8	100	0
1716	Schlude, Julie	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	10-12	BCIT	8	100	0
1717	Schmidt, Andrew	Social Studies 7-12 (8875) , Mid-Level Mathematics 6-9 (2860)	6	Math	8	100	0
1718	Schmidt, Heather	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	Supplemental Learning Support	8	100	0
1719	Schmidt, Paige	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1720	Schmidt, Shannon	Health & Physical Educ PK-12 (4805)	3	Health/Physical Education	8	100	0

1721	Schmidt, Valerie	Endorsement Mathematics Coach PK-12 (1183) , Principal PK-12 (1115) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
1722	Schmitt, Erin	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600) , Library Science PK-12 (6420)	10-12	BCIT	8	100	0
1723	Schneider, Amy	Citizenship 7-12 (8825) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880)	10-12	Social Studies	8	100	0
1724	Schneider, Meghan	Biology 7-12 (8405)	8	Science	8	100	0
1725	Schock, Jennifer	English 7-12 (3230) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1726	Schofield, David	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Aquaponics	8	100	0
1727	Schon, Crystal	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	Math	8	100	0
1728	Schooley, Kristen	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , General Science 7-12 (8450)	6-8	Math	8	100	0
1729	Schreckengost, Alycia	Special Education PK-12 (9231)	K-2	Itinerant Learning Support	8	100	0
1730	Schreiber, Bradley	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1731	Schultz, Robert	Health & Physical Educ PK-12 (4805) , Secondary Principal 7-12 (1105) , Letter of Eligibility Superintendent PK-12 (1150) , Elementary Principal K-6 (1100)	K-12	Superintendent	8	100	0
1732	Schultz, Samantha	Reading Specialist PK-12 (7650) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1733	Schweinsburg, Julianna	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	9-12	Science	8	100	0
1734	Scialpi, Tracey	English 7-12 (3230) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1735	Scott, Adam	Biology 7-12 (8405) , Mathematics 7-12 (6800) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1736	Scott, Nicole	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1737	Scrobola, Olga	Grades PK-4 (2825)	3	ELA	8	100	0
1738	Sekelik, Andrew	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1739	Selby, Marianne	English 7-12 (3230)	11	English	8	100	0
1740	Selekman, Zachary	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1741	Selige, Ashley	Grades PK-4 (2825)	1	ELA	8	100	0
1742	Seminsky, Cara	Grades PK-4 (2825) , Special Education PK-8 (9226) , Reading Specialist PK-12 (7650)	4	Supplemental Learning Support	8	100	0
1743	Septak, Kristen	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1744	Serniak, Matthew	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1745	Serrano, Caitlin	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	5	ELA	8	100	0
1746	Sevcik, Stephanie	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Citiz. Ed 6-9 (2870)	6	ELA	8	100	0
1747	Seymore, Debra	Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	3	ELA	8	100	0
1748	Seymour, Jamie	Earth and Space Science 7-12 (8440) , Biology 7-12 (8405) , General Science 7-12 (8450)	6	Science	8	100	0
1749	Shaffer, Amanda	Mathematics 7-12 (6800)	10-12	Geometry	8	100	0

1750	Shaffer, Amber	Endorsement Autism PK-12 (1180) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825) , Special Education PK-8 (9226)	K-12	Special Education Resource	8	100	0
1751	Shaffer, Brittany	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1752	Shaffer, Eric	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	Health/Physical Education	8	100	0
1753	Shaffer, Sandra	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1754	Shaffer, Susan	Data Processing 7-12 (1625) , Elementary K-6 (2810) , Office Technologies 7-12 (1658) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1755	Shaffer, Whittni	Grades PK-4 (2825) , Grades 5-6 (2826)	3	Math/Science/Social Studies	8	100	0
1756	Shaker, Tavia	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Itinerant Learning Support	8	100	0
1757	Shanahan, Paul	Earth and Space Science 7-12 (8440)	8	Science	8	100	0
1758	Shane, Cindy	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
1759	Shank, Katie	Special Education PK-12 (9225) , Elementary K-6 (2810)	9-12	FT Learning Support	8	100	0
1760	Shannon, Keri	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1761	Shanty, Brianna	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
1762	Shaud, Emily	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Grade 2	8	100	0
1763	Shay, Joseph	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	1	Health/Physical Education	8	100	0
1764	Sheehan, Shawna	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1765	Sheetz, Micquella	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
1766	Shemeluk, Michael	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1767	Sheridan, Stephanie	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	8	100	0
1768	Sheriff, Lori	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6-8	Middle School Assistant Principal	8	100	0
1769	Sherlock, Adam	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1770	Sherman, Emily	Elementary K-6 (2810) , Mathematics 7-12 (6800) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	10-12	Math	8	100	0
1771	Sherwood, Brian	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1772	Shields, Cora	Family-Consumer Sci PK-12 (5600)	10-12	Culinary	8	100	0
1773	Shields, Thomas	Latin PK-12 (4030) , Social Studies 7-12 (8875)	9-12	Latin	8	100	0
1774	Shirey, Megan	English 7-12 (3230) , Reading Specialist PK-12 (7650)	9-12	English	8	100	0
1775	Shirley, Amber	English 7-12 (3230)	9-12	English	8	100	0
1776	Shissler, Alyssa	Mathematics 7-12 (6800)	9	Math	8	100	0
1777	Shively, Annmarie	Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9	Social Studies	8	0	100
1778	Shoemaker, Amy	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Driver Ed	8	100	0
1779	Sholley, Jennifer	Grades 5-6 (2826) , Grades PK-4 (2825)	3	ELA	8	100	0
1780	Shorto, Veronica	, Elementary K-6 (2810)	K-5	Elementary Resource	8	100	0
1781	Showers, Luke	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1782	Showers, Tracey	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Physics 7-12 (8470)	9	Biology	8	100	0

1783	Shulde, Brianna	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1784	Shuller, Colleen	English 7-12 (3230)	11	English	8	100	0
1785	Shumbres, Erin	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Anatomy & Physiology	8	100	0
1786	Shumbres, Steven	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1787	Shuttlesworth, Sonny	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	3	English Language Development	8	100	0
1788	Sieg, Justine	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1789	Silberman, Heather	English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Learning Support	8	100	0
1790	Silverstein, Ashley	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
1791	Silvestri, Amy	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
1792	Simcox, Jesse	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Driver Ed	8	100	0
1793	Simcox, Nichole	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Driver Ed	8	100	0
1794	Simek, Janine	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Principal PK-12 (1115)	8	Math	8	100	0
1795	Simon, Alison	Music PK-12 (7205) , Social Studies 7-12 (8875)	6	Music	8	100	0
1796	Simon, Sarah	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2	ELA	8	100	0
1797	Simpson, Samantha	English 7-12 (3230)	9-12	English	8	100	0
1798	Simyan, Kaitlyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Supplemental Learning Support	8	100	0
1799	Sinisi, Katelyn	Elementary K-6 (2810) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	6-8	Reading Specialist	8	100	0
1800	Skaugen, Christopher	Health & Physical Educ PK-12 (4805)	6	Health/Physical Education	8	100	0
1801	Skinner, Lauren	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1802	Sklareski, Alyssa	Biology 7-12 (8405)	9-12	Biology	8	100	0
1803	Sklareski, Samantha	Art PK-12 (1405)	9	Art	8	100	0
1804	Slack, Theadora	Biology 7-12 (8405)	9	Biology	8	100	0
1805	Slacker, Matthew	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1806	Slancauskas, Thomas	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1807	Slomer, Susan	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	ELA	8	100	0
1808	Small, Madison	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
1809	Smay, Brooke	English 7-12 (3230) , Grades PK-4 (2825) , Grades 5-6 (2826)	7-8	ELA	8	100	0
1810	Smith , Taylor	English 7-12 (3230)	8	ELA	8	100	0
1811	Smith, Chelsea	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	Supplemental Learning Support	8	100	0
1812	Smith, Devan	English 7-12 (3230)	9-12	English	8	100	0
1813	Smith, Drew	Mathematics 7-12 (6800)	9	Math	8	100	0
1814	Smith, Holly	Music PK-12 (7205)	8	Music	8	100	0
1815	Smith, Jillette	, Art PK-12 (1405)	6	Art	8	100	0
1816	Smith, Lauren	English 7-12 (3230)	10	English	8	100	0
1817	Smith, Linsey	English 7-12 (3230) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6	Social Studies	8	100	0
1818	Smith, Megan	Elementary K-6 (2810)	6	ELA	8	100	0
1819	Smith, Nicole	Elementary K-6 (2810) , Letter of Eligibility Superintendent PK-12 (1150) , Principal PK-12 (1115)	6-8	Provost-Middle School	8	100	0

1820	Smith, Ryan	English 7-12 (3230)	8	ELA	8	100	0
1821	Smith, Scott	Social Studies 7-12 (8875) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
1822	Smith, Shane	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Learning Support	8	100	0
1823	Smith, Shantara	Elementary K-6 (2810)	6-8	Social Studies	8	72	28
1824	Smith, Stephanie	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
1825	Smith, Tiffany	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1826	Smith, Vicky	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Biology	8	100	0
1827	Smith, Whitney	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Math	8	100	0
1828	Smith, Zachary	Biology 7-12 (8405)	7	Science	8	100	0
1829	Smithhammer, Jaclyn	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1830	Smolensky, Hannah	Grades PK-4 (2825) , Special Education PK-12 (9231) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 5-6 (2826)	7	Science	8	100	0
1831	Snedden, Jeffrey	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1832	Snedecor, Cassandra	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231) , Elementary K-6 (2810)	6-8	Itinerant Learning Support	8	100	0
1833	Snelbaker, Magdalyn	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Science 6-9 (2880) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	English Language Development	8	100	0
1834	Snively, Jennifer	Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Languages	8	100	0
1835	Snyder, David	Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1836	Snyder, Elizabeth	Supervisory Supvr Special Education PK-12 (9215) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
1837	Snyder, Maria	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	Itinerant Emotional Support	8	100	0
1838	Sokoloski, Paul	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1839	Solderich, Billy	General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	7	Science	8	100	0
1840	Solt, Heather	English 7-12 (3230) , Special Education 7-12 (9227)	7-12	ELA Support	8	100	0
1841	Sommer, Krista	Biology 7-12 (8405)	9	Biology	8	100	0
1842	Sonnie Barton, Kathryn	Principal PK-12 (1115) , Elementary K-6 (2810)	6-8	Middle School Assistant Principal	8	100	0
1843	Sorce, Kelly	Art PK-12 (1405)	10-12	Art	8	100	0
1844	Spager, Frank	Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1845	Spager, Kevin	Grades PK-4 (2825) , Special Education PK-8 (9226) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
1846	Spager, Sarah	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
1847	Spagnola, Madison	English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	English	8	100	0
1848	Spangler, James	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Earth Science	8	100	0
1849	Spearman-Kannel, Alexandria	English 7-12 (3230)	9-12	English	8	100	0
1850	Specht, Heather	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	Health/Physical Education	8	100	0

1851	Speicher, Robert	Bus-Computer-Info Tech PK-12 (1603) , Computer Science 7-12 (1657) , Mathematics 7-12 (6800) , Endorsement Online Instruction Program PK-12 (1184)	9-12	Math	8	100	0
1852	Spindler, Jacob	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1853	Spisak, Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Itinerant Learning Support	8	100	0
1854	Spratt, Leslie	Elementary & Secondary School Counselor PK-12 (1839) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Emotional Support	8	100	0
1855	Sprys, Heather	Elementary K-6 (2810)	4	ELA	8	100	0
1856	Spurgeon, Kimberly	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
1857	St. Clair, Christine	Elementary K-6 (2810) , English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Development	8	100	0
1858	Stamm, Lauren	Music PK-12 (7205) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Inst Technology Specialist PK-12 (1825) , Grades PK-4 (2825)	8	Music	8	100	0
1859	Stanek, Makaela	English 7-12 (3230)	9-12	English	8	100	0
1860	Stangl, Alyssa	Mathematics 7-12 (6800)	9-12	High School Resource (General Ed)	8	100	0
1861	Stanvitch, Bridget	English 7-12 (3230)	9-12	English	8	100	0
1862	Stauffer, Amy	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	Itinerant Emotional Support	8	100	0
1863	Steber Jr, Joseph	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
1864	Steel, Michael	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
1865	Steele, Amber	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1866	Steele, Amy	Elementary K-6 (2810)	3	ELA	8	100	0
1867	Steele, Mackenzie	English 7-12 (3230)	9-12	English	8	100	0
1868	Steele, Makayla	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1869	Steele, Samantha	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	4	English Language Development	8	100	0
1870	Steenson, Brandy	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1871	Stefankiewicz, Emily	English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Learning Support	8	100	0
1872	Steigerwald, Veronica	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1873	Steinberg, Natalie	Elementary K-6 (2810)	K-5	Elementary Resource	8	100	0
1874	Steis, Emily	Citizenship 7-12 (8825) , Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1875	Stellar, Jeffrey	Health & Physical Educ PK-12 (4805)	8	Health/Physical Education	8	100	0
1876	Stellar, Kolby	Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1877	Stephens, Zechariah	Intern Mathematics 7-12 (6800)	9-12	Math	8	100	0
1878	Stern, Heidi	General Science 7-12 (8450) , Mathematics 7-12 (6800) , Special Education 7-12 (9227) , Mid-Level Mathematics 6-9 (2860)	9	Math	8	100	0
1879	Stetar, Erica	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
1880	Stetts, Jared	Earth and Space Science 7-12 (8440) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1881	Steuernagel, Melanie	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0

1882	Stevenson-Dunn, Carey	Library Science PK-12 (6420) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	6-8	Reading Specialist	8	100	0
1883	Stewart, Emilie	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	Learning Support	8	100	0
1884	Stewart, Erica	Mathematics 7-12 (6800) , Endorsement Instructional Coach PK-12 (1182)	9-12	Math	8	100	0
1885	Stewart, Molly	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0
1886	Stiffler, Kaitlyn	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1887	Stoffel, Tonya	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1888	Stokes, Allison	Health & Physical Educ PK-12 (4805) , Family-Consumer Sci PK-12 (5600)	9-12	Human Growth & Development	8	100	0
1889	Stone, Virginia	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1890	Stoner, Allison	English 7-12 (3230)	7	ELA	8	100	0
1891	Storch, Ronald	Elementary K-6 (2810) , Social Studies 7-12 (8875) , Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1892	Storts, Stephanie	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	English Language Development	8	100	0
1893	Stotz, Laurie	Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	9-12	Itinerant Learning Support	8	100	0
1894	Stover, Sarah	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	ELA	8	100	0
1895	Straffin, Chelsea	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1896	Strattman, Ashley	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT Autistic Support	8	100	0
1897	Strauser, Karl	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1898	Streich, Megan	Grades PK-4 (2825) , Special Education PK-8 (9226) , English 7-12 (3230)	9	Supplemental Learning Support	8	0	100
1899	Strite, Elizabeth	Art PK-12 (1405)	10-12	Art	8	100	0
1900	Stroup, Lauren	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	FT Life Skills	8	100	0
1901	Strunk, Danielle	Mathematics 7-12 (6800)	9	Math	8	100	0
1902	Stuckey, Elizabeth	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
1903	Stuijfzand, Lily	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-5	Itinerant Learning Support	8	100	0
1904	Stumpf, Samantha	Earth and Space Science 7-12 (8440)	10-12	Science	8	100	0
1905	Style, Lisa	Supervisory Supvr Special Education PK-12 (9215) , Hearing Impaired PK-12 (9205) , Special Education PK-12 (9225)	K-12	Supervisor of Special Education	8	100	0
1906	Sullivan, Lauren	Mathematics 7-12 (6800)	8	Math	8	100	0
1907	Summa, Lauren	English 7-12 (3230) , Special Education PK-12 (9225) , Supervisory Supvr Special Education PK-12 (9215) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-12	Supervisor of Special Education	8	100	0
1908	Summerson, Christine	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1909	Sunderland, Emily	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1910	Sundo, Brittany	Elementary K-6 (2810)	3	Math/Science/Social Studies	8	100	0
1911	Sunick, Marissa	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	K-2	Itinerant Learning Support	8	100	0
1912	Swaha, Dominic	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0

1913	Swanger, Kristy	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
1914	Swanson, Courtney	Biology 7-12 (8405)	9	Biology	8	100	0
1915	Swarner, Leeanna	Grades PK-4 (2825)	K	Math/Science/Social Studies	8	100	0
1916	Swartz, Jacob	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1917	Swartz, James	#N/A	10-12	Earth Science	8	0	100
1918	Swartz, Lisa	, Art PK-12 (1405)	9-12	Art	8	100	0
1919	Swartzendruber, Meredith	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810)	6	Science	8	100	0
1920	Sweeney, Kelly	Elementary K-6 (2810)	1	ELA	8	100	0
1921	Sweet, Alannah	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Math/Science/Social Studies	8	100	0
1922	Swencki, Kelly	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	Math/Science/Social Studies	8	100	0
1923	Swenson, Daniel	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1924	Swenson, Tammy	Principal PK-12 (1115) , Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	9-12	High School Assistant Principal	8	100	0
1925	Swiger, Bradley	Principal PK-12 (1115) , Commission Qualification Letter Superintendent PK-12 (1150) , Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1926	Swinger, Michael	Mathematics 7-12 (6800)	8	Math	8	100	0
1927	Swoboda, Charlene	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405)	7	Art	8	100	0
1928	Szoke, Heather	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	Itinerant Learning Support	8	100	0
1929	Taddei, Kristen	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
1930	Tagliaterra, Breanna	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1931	Taicher, Corinne	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1932	Talarico, Carly	Intern Special Education PK-12 (9231)	K-12	Special Education Resource	8	100	0
1933	Talipski, Hunter	English 7-12 (3230)	9-12	English	8	100	0
1934	Tanner, Lynnea	Grades PK-4 (2825)	1,5	Grades 1 & 5	8	50	50
1935	Taylor , Kelly	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	Health/Physical Education	8	100	0
1936	Taylor, Jordon	Art PK-12 (1405)	9	Art	8	100	0
1937	Taylor, Michelle	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Music PK-12 (7205)	4	Music	8	100	0
1938	Taylor-Good, Laura	Grades PK-4 (2825)	K	Math/Science/Social Studies	8	100	0
1939	Tayoune, Meryem	French PK-12 (4410)	9	French	8	100	0
1940	Teaman, Kristen	Reading Specialist PK-12 (7650) , Elementary K-6 (2810)	K	Kindergarten	8	100	0
1941	Tedesco, Marissa	Spanish PK-12 (4490)	9-12	Spanish	8	100	0
1942	Tellefsen, Christopher	Biology 7-12 (8405)	9-12	Science	8	100	0
1943	Tellefsen, Jo-Anna	Chemistry 7-12 (8420) , Grades PK-4 (2825)	10-12	Science	8	100	0
1944	Termin, Vincent	Earth and Space Science 7-12 (8440), Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
1945	Teson, Beth	, Art PK-12 (1405)	9	Art	8	100	0
1946	Testa, Catrina	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Math/Science/Social Studies	8	0	100
1947	Tetonis, Markos	Mathematics 7-12 (6800)	9	Math	8	100	0
1948	Texter, Catherine	Mathematics 7-12 (6800)	9	Math	8	100	0
1949	Thomas, Brianna	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	6-8	Itinerant Learning Support	8	100	0

1950	Thomas, Chelsie	Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades PK-4 (2825) , Inst Technology Specialist PK-12 (1825)	6	Science	8	100	0
1951	Thomas, Hunter	Social Studies 7-12 (8875)	7	Career Planning	8	100	0
1952	Thomas, Nicole	Grades PK-4 (2825)	K	ELA	8	100	0
1953	Thomas, Sara	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1954	Thomas-Derr, Kristene	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Supplemental Learning Support	8	100	0
1955	Thompson, Kristin	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	9	Spanish	8	100	0
1956	Thompson, Rashaa	Mathematics 7-12 (6800) , Special Education PK-12 (9225)	6-8	Math	8	100	0
1957	Thornton, Renee	Ment and/or Phys Handicapped K-12 (9235)	6-8	FT Life Skills	8	100	0
1958	Tibbs, Claire	Inst Technology Specialist PK-12 (1825) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
1959	Tiech Iii, John	English 7-12 (3230)	9-12	English	8	100	0
1960	Tighe, Anna	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
1961	Tigue, Miranda	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	Supplemental Learning Support	8	100	0
1962	Tillett, Sarah	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	Itinerant Learning Support	8	100	0
1963	Timko, Michelle	Special Education PK-12 (9225)	11	Supplemental Learning Support	8	100	0
1964	Tomazic, Heather	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Special Education 7-12 (9227)	7	Math	8	100	0
1965	Tombasco, Alyssa	English 7-12 (3230)	11	English	8	100	0
1966	Tone, Andrea	Elementary K-6 (2810) , Special Education PK-12 (9225) , Mid-Level English 6-9 (2850)	5	Supplemental Learning Support	8	100	0
1967	Tony, Jillian	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
1968	Torpey, Krista	, English 7-12 (3230) , Special Education PK-12 (9225) , Social Studies 7-12 (8875)	9-12	Supplemental Learning Support	8	100	0
1969	Torrance, Kristin	Speech & Language Impaired PK-12 (9265)	K-12	Speech & Language Therapist	8	100	0
1970	Toth, Duane	General Science 7-12 (8450) , Principal PK-12 (1115)	K-5	Elementary Assistant Principal	8	100	0
1971	Toth, Tara	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Supplemental Learning Support	8	100	0
1972	Totten, Liliana	Grades PK-4 (2825) , Special Education PK-8 (9226) , Reading Specialist PK-12 (7650)	6-8	Itinerant Learning Support	8	100	0
1973	Toye, Molly	Early Childhood N-3 (2840)	2	Math/Science/Social Studies	8	100	0
1974	Trabert, Melissa	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
1975	Traub, Christina	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	FT Learning Support	8	100	0
1976	Travan, Suzanne	Art PK-12 (1405)	K	Art	8	100	0
1977	Trenge, Ada	Earth and Space Science 7-12 (8440) , English 7-12 (3230) , General Science 7-12 (8450)	9-12	Environmental Science	8	100	0
1978	Treslar, Francesca	#N/A	9-12	Math	8	0	100
1979	Trevino, Mattea	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Itinerant Learning Support	8	100	0
1980	Troutman , Megan	English 7-12 (3230)	9-12	English	8	100	0
1981	Troxell, Kimberly	Supervisory Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	FT Learning Support	8	100	0
1982	Tufaro, Lisa	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6-8	Itinerant Learning Support	8	100	0
1983	Tully, Krista	Elementary K-6 (2810)	6	Social Studies	8	100	0
1984	Tully, Nathan	Social Studies 7-12 (8875)	8	Social Studies	8	100	0

1985	Tunis, Jessica	Elementary K-6 (2810) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
1986	Turer, Jamie	Principal PK-12 (1115)	K-5	Supervisor of Special Education	8	100	0
1987	Turner, Ashley	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	Health/Physical Education	8	100	0
1988	Turner, Jennifer	Supervisory Supvr Special Education PK-12 (9215) , Grades PK-4 (2825) , Special Education PK-12 (9225)	K-12	Supervisor of Special Education	8	100	0
1989	Turner, Sara	Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1990	Tybl, Mary	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1991	Tyler, Emily	Mathematics 7-12 (6800)	9-11	Math	8	100	0
1992	Tyler, Richard	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1993	Uhrich, Matthew	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Elementary K-6 (2810)	6-8	Social Studies	8	100	0
1994	Umberger, Matthew	Elementary K-6 (2810)	6	Math	8	100	0
1995	Umstead, Nicole	Chemistry 7-12 (8420) , Biology 7-12 (8405)	9-12	Biology	8	100	0
1996	Urbanek, Scott	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
1997	Uttecht, Monique	Supervisory Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Director Of Special Education	8	100	0
1998	Vaccaro, Lisa	Mathematics 7-12 (6800)	7	Math	8	100	0
1999	Valenti, Adam	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Supplemental Learning Support	8	100	0
2000	Valentine, Katherine	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Itinerant Learning Support	8	100	0
2001	Van Winkle, Stephanie	Early Childhood N-3 (2840)	1	ELA	8	100	0
2002	Vandernick, Leslee	Bus-Computer-Info Tech PK-12 (1603) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230)	9-12	BCIT	8	100	0
2003	Vardoulis, Teryn	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	Social Studies	8	100	0
2004	Varnado, Chelsea	Grades PK-4 (2825) , Special Education PK-8 (9226) , Technology Education PK-12 (6075)	9	BCIT	8	100	0
2005	Varner, Joshua	General Science 7-12 (8450) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
2006	Vega, Nicholas	Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
2007	Veli, Amy	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
2008	Velto, Rachel	Principal PK-12 (1115) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	High School Assistant Principal	8	100	0
2009	Vera, Taylor	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
2010	Verde, Alyssa	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Itinerant Learning Support	8	100	0
2011	Verner, Liliana	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
2012	Vertullo, Julia	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	8	100	0
2013	Veverka, Keith	Supervisory Supvr Curriculum & Inst PK-12 (2915) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
2014	Vida, John	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	6-8	World Cultures/Digital Art	8	50	50
2015	Visaya-Loub, Mara	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
2016	Viswanathan, Rachael	Grades PK-4 (2825) , Art PK-12 (1405) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	5	ELA	8	0	100
2017	Vogel, Melissa	English 7-12 (3230)	10	English Honors	8	100	0
2018	Vogt, Jennifer	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6	Math Honors	8	100	0
2019	Voit, Amanda	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Supplemental Learning Support	8	100	0

2020	Voitek, Cayce	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	10-12	Chemistry	8	100	0
2021	Voorhees, Jennifer	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Spanish PK-12 (4490)	9-12	English Language Development	8	100	0
2022	Wade, Christopher	CPE Funeral Director Certificate of Preliminary Education - (10000) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
2023	Wagner, Beth	Elementary K-6 (2810) , Library Science PK-12 (6420) , Mid-Level Mathematics 6-9 (2860)	K-5	Coding	8	0	100
2024	Wagner, Kimberly	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
2025	Wagner, Lauren	English 7-12 (3230) , Grades PK-4 (2825) , Special Education 7-12 (9227)	9-12	Supplemental Learning Support	8	100	0
2026	Wagner, Sabrina	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	Math/Science/Social Studies	8	100	0
2027	Wagstaff, Suzann	Mathematics 7-12 (6800) , Charter School Teacher Designation I Mathematics 7-12 (6800)	9	Math	8	100	0
2028	Waine, Michael	Biology 7-12 (8405)	8	Science	8	100	0
2029	Waldman, Julie	Special Education PK-12 (9231)	3	Supplemental Learning Support	8	100	0
2030	Walker, Jennifer	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
2031	Walker-Footman, Rhonda	Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
2032	Wallace Ii, Russell	English 7-12 (3230)	11	English	8	100	0
2033	Wallace, Denise	English 7-12 (3230)	9-12	High School Resource (General Ed)	8	100	0
2034	Walsh, Mary	, Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	9	English	8	100	0
2035	Walstrom, Adam	Principal PK-12 (1115) , Elementary K-6 (2810) , General Science 7-12 (8450) , Library Science PK-12 (6420) , Mid-Level Mathematics 6-9 (2860) , Social Studies 7-12 (8875)	9-12	High School Assistant Principal	8	100	0
2036	Walstrom, Gary	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Social Studies 7-12 (8875)	9-12	BCIT	8	100	0
2037	Walter, Julie	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231) , Elementary K-6 (2810)	5	Itinerant Learning Support	8	100	0
2038	Walter, Lisa	Communications 7-12 (3200) , English 7-12 (3230)	9-12	English	8	100	0
2039	Walter, Melinda	Ment and/or Phys Handicapped K-12 (9235)	K-2	FT Life Skills	8	100	0
2040	Walter, Roxanne	Mid-Level Mathematics 6-9 (2860) , Art PK-12 (1405)	K	Art	8	100	0
2041	Walters, Matthew	English 7-12 (3230)	10	English	8	100	0
2042	Waltz, Amanda	English 7-12 (3230)	10	English	8	100	0
2043	Wanat, Taylor	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
2044	Wang, Hayley	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
2045	Wardle Spina, Emily	Music PK-12 (7205) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	Music	8	100	0
2046	Ware, Julie	Mathematics 7-12 (6800)	10-12	Math	8	100	0
2047	Warren, Amanda	Grades PK-4 (2825)	K	ELA	8	100	0

2048	Watenpool, Amy	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0
2049	Waters, Nola	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
2050	Watkins, Ryan	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9	Health/Physical Education	8	100	0
2051	Watson, Erica	Program Specialist English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	English Language Development	8	100	0
2052	Watson-Fisher, Sherri	Biology 7-12 (8405)	10-12	Sciences	8	100	0
2053	Watt, Natalie	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT Learning Support	8	100	0
2054	Watts, Rachel	Art PK-12 (1405)	8	Art	8	100	0
2055	Waynick, Jenifer	Elementary K-6 (2810)	5	ELA	8	100	0
2056	Weaver, Amanda	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Learning Support	8	100	0
2057	Weaver, Amanda	Mathematics 7-12 (6800)	9-12	Math	8	100	0
2058	Weaver, Chelsea	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
2059	Weber, William	Social Studies 7-12 (8875)	6-7	Social Studies	8	100	0
2060	Weidman, Gail	Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658) , Secretarial 7-12 (1655)	10-12	Early Child Education	8	0	100
2061	Weigel, Autumn	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
2062	Weigel, Stephen	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	High School Assistant Principal	8	100	0
2063	Weiland, Emily	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Mid-Level English 6-9 (2850) , Special Education PK-8 (9226)	K	ELA	8	100	0
2064	Weise, Kimberly	Elementary K-6 (2810)	K-5	Math	8	100	0
2065	Weisz, Christopher	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
2066	Welker, Mariah	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	8	100	0
2067	Weller, Jessica	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Reading Specialist PK-12 (7650) , Endorsement Instructional Coach PK-12 (1182) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230)	9-12	English Language Development	8	100	0
2068	Welsford Youngblood, Abigail	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Supplemental Learning Support	8	100	0
2069	Welsh, Jennifer	Elementary & Secondary School Counselor PK-12 (1839) , Elementary School Counselor K-6 (1836)	9-12	Counseling	8	100	0
2070	Welsh, Tara	Mid-Level Science 6-9 (2880) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	7	Science	8	100	0
2071	Welter, Zachary	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
2072	Wender, Hayley	English 7-12 (3230)	9-12	English	8	100	0
2073	Wendolowski, Nicole	Elementary K-6 (2810)	5	ELA	8	100	0
2074	Weneck, Jennifer	Biology 7-12 (8405)	8	Science	8	100	0
2075	Werner, Kalyn	Elementary K-6 (2810)	5	ELA	8	100	0
2076	Wertz, Jessica	Hearing Impaired PK-12 (9205) , English 7-12 (3230) , Special Education PK-12 (9231)	9-12	Itinerant Learning Support	8	100	0
2077	Wertz, Ryan	Biology 7-12 (8405)	9-12	Science	8	100	0
2078	Wesolowski, Edward	Supervisory Supvr Curriculum & Inst PK-12 (2915) , English 7-12 (3230)	9	English	8	100	0

2079	Westrick, Vanessa	Spanish PK-12 (4490)	10-12	Spanish	8	100	0
2080	Westwood-Denenberg, Susan	Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9	Spanish	8	100	0
2081	Wetzel, Amy	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Supplemental Learning Support	8	100	0
2082	Wetzel, Megan	#N/A	9-12	ASL	8	0	100
2083	Weyandt, Travis	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	Itinerant Learning Support	8	100	0
2084	Wheeland, Charity	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Reading Specialist	8	100	0
2085	Wheeland, Erin	Social Studies 7-12 (8875) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Social Studies	8	100	0
2086	White, Elizabeth	Art PK-12 (1405) , English 7-12 (3230) , Technology Education PK-12 (6075)	9-12	Art	8	100	0
2087	White, Emily	Grades PK-4 (2825)	3	Math/Science/Social Studies	8	100	0
2088	White, Jennifer	Elementary K-6 (2810)	1	ELA	8	100	0
2089	White, Kelly	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810) , Mathematics 7-12 (6800)	9	Math	8	100	0
2090	White, Melissa	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Supplemental Learning Support	8	100	0
2091	White, Sandra	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Supplemental Learning Support	8	100	0
2092	Whitehurst, Elizabeth	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	Itinerant Learning Support	8	100	0
2093	Whitman, Dana	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	3	ELA	8	100	0
2094	Whitney, Beth	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Special Education 7-12 (9227) , Special Education PK-8 (9226) , Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	6-8	FT Life Skills	8	100	0
2095	Wible, Jacob	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	8	ELA	8	100	0
2096	Wieczorkowski, Holly	English 7-12 (3230) , Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	English	8	100	0
2097	Wielebinski, Jenifer	Early Childhood N-3 (2840)	K	ELA	8	100	0
2098	Wieseman, Tracy	Music PK-12 (7205)	9	Music	8	100	0
2099	Wiest, Kerry	Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	High School Assistant Principal	8	100	0
2100	Wilhide, Kimberly	Elementary K-6 (2810)	1	Grade 1	8	100	0
2101	Wilk, Madeline	Art PK-12 (1405)	4	Art	8	100	0
2102	Wilkie, Alexis	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Biology 7-12 (8405)	6-8	Coding	8	0	100
2103	Williams, Alison	Music PK-12 (7205)	6	Music	8	100	0
2104	Williams, Alison	English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	10-12	Culinary	8	100	0
2105	Williams, Chad	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
2106	Williams, Cherie	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	Special Education Teacher	8	100	0
2107	Williams, Michael	, Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emotional Support	8	100	0

2108	Williams, Rachel	English 7-12 (3230) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English	8	100	0
2109	Williams, Ryan	Elementary K-6 (2810)	6	Math	8	100	0
2110	Willig, Jonathan	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-2	FT Autistic Support	8	100	0
2111	Willis, Shayna	Mathematics 7-12 (6800)	9-12	Math	8	100	0
2112	Wilson, Angela	Principal PK-12 (1115) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Environmental Science	8	100	0
2113	Wilson, Mara	Grades PK-4 (2825)	1	Math/Science/Social Studies	8	100	0
2114	Wilt, Kendra	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Grades 5-6 (2826) , Grades PK-4 (2825)	5	Math/Science/Social Studies	8	100	0
2115	Winkler, Greta	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6-8	Science/Social Studies/ELA	8	60	40
2116	Wirtz, Sandra	Social Studies 7-12 (8875) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	10-12	Social Studies	8	100	0
2117	Wise, Jaclyn	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	K-12	English Language Development	8	100	0
2118	Wiseman, Julia	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
2119	Wiser, Amanda	Health & Physical Educ PK-12 (4805)	9	Health/Physical Education	8	100	0
2120	Wislosky, Amy	English 7-12 (3230) , General Science 7-12 (8450) , Special Education PK-12 (9225)	9	Supplemental Learning Support	8	100	0
2121	Withum, Heather	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
2122	Witmer, Holly	English 7-12 (3230) , Library Science PK-12 (6420)	7	Career Planning	8	100	0
2123	Witt, Jamie	Grades PK-4 (2825) , Special Education PK-12 (9231)	3-5	FT Autistic Support	8	100	0
2124	Wolfe, Chad	Principal PK-12 (1115) , Mid-Level Mathematics 6-9 (2860) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	10-12	Driver Ed	8	100	0
2125	Wolfe, Heidi	Principal PK-12 (1115) , English 7-12 (3230)	9-12	High School Assistant Principal	8	100	0
2126	Wolfe, Kara	Elementary K-6 (2810)	6	ELA	8	100	0
2127	Wolford, Christina	Mathematics 7-12 (6800)	10-12	Geometry	8	100	0
2128	Wolford, Sara	Mathematics 7-12 (6800) , Endorsement Mathematics Coach PK-12 (1183)	9	Math	8	100	0
2129	Wolfson, Lindsay	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440)	10-12	Astronomy	8	100	0
2130	Wolpert, Wendy	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	1	ELA	8	100	0
2131	Wood, Courtney	English 7-12 (3230) , Art PK-12 (1405) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	6	Career Planning	8	100	0
2132	Wood, Dorothy	Special Education PK-12 (9225) , Elementary K-6 (2810) , Charter School Teacher Designation I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6-8	Supplemental Learning Support	8	100	0
2133	Wood, Heather	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Supplemental Learning Support	8	100	0
2134	Woods, Maile	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
2135	Woodworth, Samuel	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
2136	Wotring, Holly	Elementary K-6 (2810)	6	ELA	8	100	0

2137	Wozniak, Zachery	Health & Physical Educ PK-12 (4805)	9-12	Health/Physical Education	8	100	0
2138	Wright, Allison	Elementary K-6 (2810)	4	Math/Science/Social Studies	8	100	0
2139	Wright, Amanda	Elementary K-6 (2810)	1	Grade 1	8	100	0
2140	Wychulis, Laura	English 7-12 (3230)	10	English	8	100	0
2141	Wyland, Annamarie	Elementary K-6 (2810) , Special Education PK-12 (9225) , General Science 7-12 (8450)	9-12	Itinerant Learning Support	8	100	0
2142	Wynn, Kearyn	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	7	English Language Development	8	100	0
2143	Wysocki, Lauren	Mathematics 7-12 (6800) , Endorsement Online Instruction Program PK-12 (1184)	9-12	Math	8	100	0
2144	Yanchick, Lindsey	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	FT Life Skills	8	100	0
2145	Yang, Yukun	#N/A	9-12	Chinese	8	0	100
2146	Yaussy, Isabella	Endorsement Autism PK-12 (1180) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	0	100
2147	Yekel, Megan	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	4	Math/Science/Social Studies	8	100	0
2148	Yingling, Andrea	English 7-12 (3230) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225) , Library Science PK-12 (6420)	8	ELA	8	100	0
2149	Yohe, Catherine	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
2150	Yoke, Mary	Mathematics 7-12 (6800)	10-12	Geometry	8	100	0
2151	Yom, Gabrielle	Grades PK-4 (2825)	2	ELA/Social Studies	8	100	0
2152	Yonkin, Jamie	Principal PK-12 (1115) , Secondary School Counselor 7-12 (1837)	K-12	Supervisor of School Counseling	8	100	0
2153	Yost, Angela	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	K-5	Itinerant Emotional Support	8	100	0
2154	Yost, Lauren	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	6-8	Middle School Assistant Principal	8	100	0
2155	Young, Casie	Principal PK-12 (1115) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Supervisor of Special Education	8	100	0
2156	Young, Lauren	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Itinerant Learning Support	8	100	0
2157	Yourey, Melissa	, Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Science	8	100	0
2158	Yowell, Meredith	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
2159	Zaboski, Tara	School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
2160	Zack, Joanna	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
2161	Zadzura, Stacy	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
2162	Zagursky, Zachary	Physics 7-12 (8470) , Inst Technology Specialist PK-12 (1825)	10-12	Physical Science	8	100	0
2163	Zangaro, Jodie	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	K-5	Counseling	8	100	0
2164	Zaso, Ashley	English 7-12 (3230)	9-12	English	8	100	0
2165	Zavada, Tara	Elementary K-6 (2810)	5	Math/Science/Social Studies	8	100	0
2166	Zebrak, Erika	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Learning Support	8	100	0
2167	Ziegler, Sydney	Grades PK-4 (2825) , Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	6-8	Itinerant Learning Support	8	100	0
2168	Zielinski, Lindsay	Mathematics 7-12 (6800)	7	Math	8	100	0

2169	Zimmerman, Ashley	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6-8	Itinerant Learning Support	8	100	0
2170	Zimmerman, Joshua	Bus-Computer-Info Tech PK-12 (1603) , Citizenship 7-12 (8825) , Technology Education PK-12 (6075)	8	Career Planning	8	100	0
2171	Zimmerman, Karen	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
2172	Zimmerman, Tessa	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
2173	Zuvich, Lindsey	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Learning Support	8	100	0
2174	Zvolensky, Kayla	Grades PK-4 (2825)	2	Math/Science/Social Studies	8	100	0

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110
CEO Signature _____

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

EXPENDITURES

1000		**INSTRUCTION**	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	219,109,764.78
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	102,703,031.34
1300		VOCATIONAL EDUCATION	3,529,495.94
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	1,084,540.30
1600		ADULT EDUCATION PROGRAMS	
1700		HIGHER EDUCATION PROGRAMS	732,653.39
1800		PRE-KINDERGARTEN	
2000		**SUPPORT SERVICES**	
2100		SUPPORT SERVICES - PUPIL PERSONNEL	
	2110	Supervision of Pupil Personnel Services	817,458.64
	2120	Guidance Services	40,341,123.48
	2130	Attendance Services	1,361,684.30
	2140	Psychological Services	5,668,167.49
	2150	Speech Pathology and Audiology Services	765,119.34
	2160	Social Work Services	618,873.46
	2170	Student Accounting Services	380,224.71
	2190	Other Pupil Personnel Services	683,249.29
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	611,197.65
	2220	Technology Support Services	
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	195,607.79
	2260	Instruction and Curriculum Development Services	26,609,473.01
	2270	Instructional Staff Professional Development Services	2,597,759.70
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	95,358.28
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	923,982.71
	2360	Office of the Superintendent (Executive Director) Services	5,579,208.19
	2370	Community Relations Services	13,109,906.22
	2380	Office of the Principal Services	12,858,192.90
	2390	Other Administration Services	901,554.50
2400		SUPPORT SERVICES - PUPIL HEALTH	389,256.99

2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	2,618,576.15
	2520	Purchasing Services	3,111,793.30
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	1,115,051.89
	2620	Operation of Buildings Services	7,424,142.46
	2630	Care and Upkeep of Grounds Services	334,366.46
	2640	Care and Upkeep of Equipment Services	1,368.00
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	828,000.67
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	257,303.42
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	9,765,455.79
	2820	Information Services	622,904.47
	2830	Staff Services	2,478,242.16
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	1,272,847.37
	2860	Management Services	265,762.58
	2890	Other Support Services Central	7,192,472.13
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	1,831,378.74
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	1,030,071.91
	3250	School Sponsored Athletics	20,415.23
3300		COMMUNITY SERVICES	6,590,971.77
	3310	Community Recreation	82,303.20
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	45,129.89
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		**FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES**	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	

4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPEICIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	
5000		**OTHER EXPENDITURES AND FINANCING USES**	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	180,640,672.00
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			**$ 669,196,113.99**

TOTAL REVENUES MINUS TOTAL EXPENDITURES = PRELIMINARY CURRENT FUND BALANCE AS OF JUNE 30, 2025	223,263.27

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature _____

REVENUES

6000			**REVENUE FROM LOCAL SOURCES**	
6500			**EARNINGS ON INVESTMENTS**	
	6510		Interest on Investments and Interest-Bearing Checking Accounts	2,919,753.68
	6520		Dividends on Investments	
	6530		Gains or Losses on Sale of Investments	
	6540		Earnings on Investments in Real Property	
	6590		Other Earnings or Investments	
6600			**FOOD SERVICE REVENUE**	
	6610		Daily Sales - Reimbursable Programs	
	6620		Daily Sales - Non-Reimbursable Programs	
	6630		Special Functions	
	6640		Non-Cash Contributions	
	6650		Price Reduction for Reduced Price and Free Meals (Debit)	
	6690		Other Food Service Revenues	
6700			**REVENUES FROM STUDENT ACTIVITIES**	
	6710		Admissions	225,337.63
	6720		Bookstore Sales	
	6730		Student Organization Membership Dues and Fees	
	6740		Fees	
	6750		Student Activity - Special Events	1,298.16
	6790		Other Student Activity Income	
6800			**REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH**	
	6810		Revenue from Local Governmental Units	
	6820		Revenue from Intermediary Sources - Commonwealth Funds	
	6830		Revenues from Intermediary Sources - Federal Funds	7,162,653.72
	6890		Other Revenues from Intermediary Sources	
6900			**OTHER REVENUE FROM LOCAL SOURCES**	
	6910		Rentals	189,589.60
	6920		Contributions & Donations from Private Sources / Capital Contributions	2,809.93
	6930		Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940		Tuition from Patrons	
		6941	Regular Day School Tuition	
		6942	Summer School Tuition	
		6943	Adult Education Tuition	
		6944	Receipts From Other LEAs in Pennsylvania - Education	643,724,089.30
		6945	Receipts from Out-of-State LEAs	
		6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
		6947	Receipts from Members of Intermediate Units for Education by	
		6948	Receipts from Members of Intermediate Units for Direct Contributions	

		6949	Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	49,350.00
		6961	Transportation Services Provided Other Pennsylvania LEAs	
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	
		6991	Refunds of a Prior Year Expenditure	
		6999	Other Revenues Not Specified Above	40,677.16
7000			**REVENUE FROM STATE SOURCES**	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	
	7270		Specialized Education of Exceptional Pupils	
	7280		Adult Literacy	
	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation (Regular and Additional)	
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25)	128,912.11
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools	70,000.00
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	299,521.18
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	
	7990		Other Technology Grants	
8000			**REVENUE FROM FEDERAL SOURCES**	

8100			UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110		Payments for Federally Impacted Areas - P.L. 81-874	
	8190		Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200			UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300			RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310		Payments for Federally Impacted Areas - P.L. 81-815	
	8320		Energy Conservation Grants - TA and ECM	
	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	12,765,065.00
	8520		Vocational Education	
	8530		Child Nutrition Program	
	8540		Nutrition Education and Training	
	8560		Federal Block Grants	
	8570		Unassigned	
	8580		Child Care and Development Block Grants	
	8590		Unassigned	
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610		Homeless Assistance Act	
	8620		Adult Basic Education	
	8640		Headstart	
	8650		Unassigned	
	8660		Workforce Investment Act (WIA)	
	8670		Unassigned	
	8680		Unassigned	
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700			ESSER FUNDING	625,395.10
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	1,214,924.68
9000			**OTHER FINANCING SOURCES**	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	

	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
TOTAL REVENUES				**$ 669,419,377.25**

Signature for Charter School Annual Report - Financials

Final Audit Report 2025-07-09

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COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

FINANCIAL AND COMPLIANCE REPORT

Year Ended June 30, 2024

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Herbein + Company Inc.
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Reading, PA 19610
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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, 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 Commonwealth Charter Academy Charter School, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy 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 Commonwealth Charter Academy Charter School, as of June 30, 2024, 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 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 Statements section of our report. We are required to be independent of Commonwealth Charter Academy 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.

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 Commonwealth Charter Academy 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 Commonwealth Charter Academy 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 Commonwealth Charter Academy 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.

Herbein
CPAs + Advisors

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison schedule for the general fund, and pension and other postemployment benefit information on pages 61 through 64 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.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Commonwealth Charter Academy Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 12, 2025, on our consideration of Commonwealth Charter Academy 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 Commonwealth Charter Academy 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 Commonwealth Charter Academy Charter School's internal control over financial reporting and compliance.

Herbein + Company, Inc.

Reading, Pennsylvania
February 12, 2025

Commonwealth Charter Academy Charter School
Management's Discussion and Analysis
June 30, 2024

The Management of Commonwealth Charter Academy Charter School (CCA or the School) has prepared this narrative overview and analysis of the financial activities of the School for the fiscal year that ended on June 30, 2024. The information presented here should be read and considered in conjunction with the financial statements and the notes to the basic financial statements to enhance the reader's understanding of the School's financial performance as a whole.

Financial Highlights

For fiscal year 2023-24, CCA adopted a balanced general fund budget in the amount of $356.8 million. Actual general fund revenues and other financing sources were $516.7 million. Actual general fund expenditures were $399.7 million and transfers to the capital projects fund totaled $107.4 million. This resulted in a fund balance surplus in the general fund of $9.6 million.

General fund revenues in 2023-24 increased by approximately $99.3 million over the prior year due to a variety of economic factors. The largest among these factors is the continued increase in learner enrollments as a result of the continued interest in online learning.

CCA invoices school districts monthly for enrolled learners as required by the Charter School Law. If a school district fails to pay an invoice on time, CCA is able to send the outstanding amounts due to the Pennsylvania Department of Education (PDE) for payment from the district's state funding through PDE's unipay redirection process. This process can delay payment of these vital tuition revenues by 1 month or longer, depending on the timing of redirection requests, PDE's approval, and the processing of payments from the state. PDE's unipay redirection process occurs throughout the year as well as during the year-end reconciliation period. The revenue delays from student tuition payments can impact our operations and potentially lead to timing differences of revenue recognition within a given fiscal year based on our revenue recognition period. This resulted in a $10.1 million deferred inflow of resources for the fiscal year 2023-24. This revenue will be recognized in a future year when payment is received.

The School's general fund cash balance on June 30, 2024, was $65.7 million, resulting in a decrease of approximately $20.9 million from the prior year. The decrease is attributed to the timing of receivables and interfund payables to the capital projects fund. Intergovernmental receivables have increased by $20.2 million, related to federal grant receivables and amounts due from school districts for tuition. All other receivables remain consistent with the prior year due to routine year-end reconciliations.

Total general fund payables decreased by $11.1 million due primarily to a decrease in interfund payables of $16.6 million related to the timing of transfers to the capital projects fund for future family service center expansion within Pennsylvania, an increase of $4.9 million in accrued salaries, benefits, and withholdings, and technology development investments, including our in-house designed relationship management system, EDIO.

CCA's government-wide net position increased by $84.5 million in the current year, bringing the ending net position to $445.9 million.

The School adopted Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions*, and Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, beginning in 2014-15, and is accordingly reporting its share of the June 30, 2024 total Public School Employees' Retirement System (PSERS) pension liability calculated to be $318.3 million.

Effective July 1, 2017, the School adopted GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, to be in conformity with generally accepted accounting principles. Statement No. 75 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expenditures in order to improve accounting and financial reporting by governments for post-employment benefits other than pensions (OPEB). The OPEB liability reflected on the government-wide statements relates to the PSERS Health Insurance Premium Assistance Program. At June 30, 2024, the School's share of this OPEB liability was $13.1 million, which is reflected on the government-wide statements.

During the year ended June 30, 2022, CCA adopted new accounting guidance, GASB Statement No. 87, retroactive to July 1, 2021. GASB Statement No. 87 was issued to recognize certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. At June 30, 2024, the Charter School's lease receivable is $3.8 million with deferred inflows of resources of $3.4 million. The School's lease payable is $7.8 million.

During the year ended June 30, 2023, CCA adopted a new accounting guidance, GASB Statement No. 96, retroactive to July 1, 2022. GASB Statement No. 96 was issued to address the accounting for software subscription services. It defines Subscription-Based Information Technology Arrangements (SBITAs) that convey control of the right to use another party's (a SBITA vendor's) information technology software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction. The subscription term includes the period during which a government has a noncancelable right to use the underlying IT assets. The subscription term also includes periods covered by an option to extend if it is reasonably certain that the government or SBITA vendor will exercise that option or to terminate if it is reasonably certain that the government or SBITA vendor will not exercise that option. At June 30, 2024, the School has a subscription liability of $0.4 million.

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 are comprised of two types, government-wide and fund financial, that offer distinct perspectives on the school's financial position. Within this report, you will also find supplementary information aligned with single audit reporting requirements.

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 the Statement of Activities, offering readers both short-term and long-term insights into the School's financial landscape. The remaining Fund Financial Statements delve into a detailed presentation of short-term operations, with a particular focus on fund balance as a valuable indicator of the government's net resources available for spending on program purposes at the close of the fiscal year.

For a comprehensive understanding of the data presented in the government-wide and fund financial statements, the Notes to the Financial Statements provide additional information. These notes are essential in providing context and depth to the financial information presented in this report.

Figure 1 shows how the various parts of this annual report are arranged and related to one another.

Figure 1

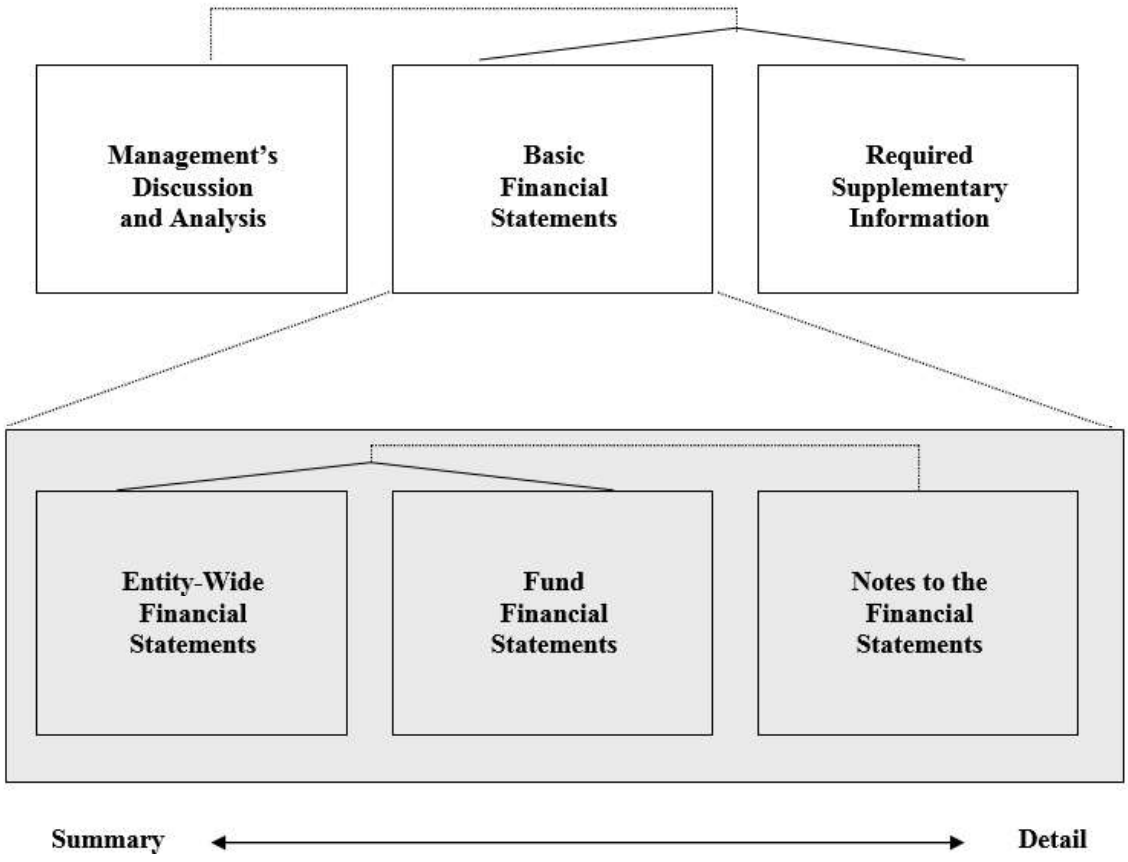


Figure 2 summarizes the major features of the School's financial statements, including the portion of School activity they cover and the types of information they encompass. The following section of management's discussion and analysis highlights a detailed exploration of the structure and contents of each statement.

Figure 2

Major Features of the Government-Wide and Fund Financial Statements		
	District-Wide Statements	Fund Financial Statements
		Governmental Funds
Scope	Entire School (except fiduciary funds)	Activities of the School that are not proprietary or fiduciary, such as general operating and capital projects
Required financial statements	• Statement of net position • Statement of activities	• Balance sheet • Statement of revenues, expenditures, and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus
Type of asset/liability information	All assets and liabilities, both financial and capital, current and noncurrent, and deferred inflows and outflows of resources	Generally, 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 the related liability is due and payable

Government-Wide Statements

The government-wide statements offer a comprehensive analysis of the School as a whole, utilizing accounting methods similar to those employed by private-sector companies, known as the accrual basis of accounting.

The Statement of Net Position summarizes all of the School's assets and liabilities, deferred inflows and outflows of resources with the difference reported as "net position." Changes in net position over time signify the School's financial trajectory.

The Statement of Activities presents information showing how the School's net position evolved 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 related cash flow timing. Therefore, revenues and expenses are reported in these statements for some events that will result in cash flows in future periods.

Currently, only governmental activities are reflected in these statements. These contain the basic services of the school, such as regular and special education, the operation and maintenance of essential services, as well as the tuition revenue and federal and state grants that generally finance these programs.

Fund Financial Statements

The fund financial statements offer more detailed information about the major individual funds of the School. 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 particular programs. Presently, CCA has only governmental funds.

- Governmental Funds - Encompassing most basic services, these funds focus on the inflow and outflow of money, providing a detailed short-term view of general operations and basic services. They guide decisions regarding future spending and resource availability for the School's programs.

Government-Wide Financial Analysis

The Statement of Net Position includes details of the School's assets, liabilities, deferred inflows and outflows of resources, and net position. Management has adopted Governmental Accounting Standards Board (GASB) Statement No. 34 which requires a comparative analysis of current and prior periods. Figure 3 illustrates a comparative summary of the School's net position for the years ended June 30, 2024 and 2023.

Figure 3 **Comparative Statement of Net Position Summary**	2024	2023
Current assets	$ 294,110,033	$ 267,961,454
Capital & Noncurrent assets, net	380,369,809	272,923,153
Total assets	$ 674,479,842	$ 540,884,607
Deferred outflows of resources	181,940,519	134,668,347
Total assets and deferred outflows	$ 856,420,361	$ 675,552,954
Current liabilities	$ 61,760,970	$ 50,863,065
Net pension liability, Noncurrent liabilities, & other post-employment benefits	338,402,098	249,675,702
Total liabilities	$ 400,163,068	$ 300,538,767
Deferred pension, lease revenue, and other post-employment benefit inflows	10,325,933	13,611,499
Net invested in capital assets	354,816,786	263,526,171
Restricted for Capital	198,647,782	182,945,929
Unrestricted (deficit)	(107,533,208)	(85,069,412)
Total net position	445,931,360	361,402,688
Total liabilities, deferred inflows, and net position	$ 856,420,361	$ 675,552,954

The increase in current assets, besides excess revenues over expenses in operations, is due to an increase in prepaid expenses that expand over several years. Furthermore, additions to capital assets for planned purchases of buildings at strategic locations throughout the state, building improvements to existing and future locations, expansion of fleet vehicles at multiple locations, and the continued investments in EDIO, the School's relationship management system, round out the increase in total assets.

The rise in liabilities can be attributed to several factors, notably increased payroll liabilities due to higher staffing levels resulting from a surge in enrollments during the school year. Additionally, there is an upswing in payables linked to operations, coupled with an augmented pension and other post-employment benefits liability at the close of the fiscal year. The figures for these pension and other post-employment benefits are provided by the Public School Employees' Retirement System (PSERS), and the fluctuations in deferred inflows and outflows are tied to the experiences of the benefit plans, varying annually.

The outcomes of operations for the fiscal year ending June 30, 2024, are comprehensively detailed in the Statement of Activities. Figure 4 is a comparative summary of changes in net position for the years ending June 30, 2024 and 2023.

Revenues are classified into program or general revenues. Program revenues stem directly from the services themselves or provided externally for use in a specific function, categorized as charges for services, operating grants and contributions, or capital grants and contributions. General revenues include investment earnings and other revenue that does not meet the criteria for program revenue. Expenses are categorized by function, covering instruction, support services, and non-instructional services.

Figure 4 **Comparative Statement of Activities Summary**	2024	2023
Revenues		
Program Revenues		
Local educational agency assistance	$ 501,373,572	$ 391,109,537
Operating grants & contributions	20,923,706	23,439,325
General revenues	10,401,212	6,552,989
Total revenues	532,698,490	421,101,851
Expenditures		
Instruction	288,995,561	210,922,414
Support services	137,241,792	133,367,391
Non-instructional services	7,715,416	6,674,997
Interest on leases and SBITAs	360,401	384,291
Unallocated depreciation & amortization	13,856,648	13,437,742
Total expenditures	448,169,818	364,786,835
Change in net position	84,528,672	56,315,016
Net position, beginning	361,402,688	305,087,672
Net position, ending	$ 445,931,360	$ 361,402,688

The School's revenues remain predominately local school district tuition funds based on learner enrollment. For the year ended June 30, 2024, the School's total revenues of $532.7 million, which surpassed expenditures of $448.2 million by $84.5 million, positively impacted the net position at the end of the school year.

Figure 5 shows the net cost (income) of governmental activities for the years ended June 30, 2024 and 2023:

Figure 5	Year Ended June 30, 2024		Year Ended June 30, 2023	
	Total Cost of Services	Net Cost (Income) of Services	Total Cost of Services	Net Cost (Income) of Services
Instruction	$288,995,561	$(50,901,613)	$210,922,414	$(44,598,418)
Instructional student support	79,751,220	(13,124,046)	73,026,963	(9,177,746)
Administrative and financial support services	45,375,942	(18,756,916)	50,595,642	(5,620,026)
Operation and maintenance of plant services	11,859,386	1,289,616	9,555,337	(1,155,418)
Pupil transportation	255,244	(64,496)	189,449	(33,142)
Student activities	996,951	(266,245)	870,107	(191,201)
Community services	6,715,840	(3,754,567)	5,804,890	(2,808,109)
Scholarships and Awards	2,625	(663)		
Interest on debt	360,401	(2,405,178)	384,291	384,291
Unallocated depreciation and amortization	13,856,648	13,856,648	13,437,742	13,437,742
Total	$448,169,818	$(74,127,460)	$364,786,835	$(49,762,027)

Governmental Funds Financial Analysis

The focus of the School's governmental funds is to provide insights on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. 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 School's governmental funds reported an ending fund balance of $223.9 million. Of the ending fund balance, $34.4 million is non-spendable and related to prepaid expenditures, $184.2 million is restricted for capital projects, and $4.6 million is assigned for various purposes such as technology and learning management system objects and other investments as outlined on the balance sheet of the governmental funds. The remaining unassigned fund balance is $0.7 million.

Budget Variations - General Fund

Actual revenues exceeded budgeted amounts by $159.0 million, primarily attributed to increased tuition from sending school districts related to their per-learner expenditure calculations, rising learner enrollments, and an increase in federal funding.

Actual expenditures, excluding other financing uses, surpassed budgeted expenditures by $52.8 million. This was driven by the need for increased personnel for various instructional and support positions as a result of the increased enrollments. These increased enrollments also caused increased costs for instructional materials, curriculum, and hardware necessary for instruction.

Capital Assets

As of June 30, 2024, the School's investment in capital assets and right-to-use assets for its governmental activities totaled $380.4 million (net of accumulated depreciation and accumulated amortization, respectively). This investment in capital assets includes equipment, furniture, technology, software, buildings, and building improvements. It also represents the financial value of leased locations and software subscriptions as determined by GASB 87 and GASB 96.

The School continued to invest in building improvements, software development, and furniture and equipment during 2023-24, with capital additions of $124.5 million, an increase of $16.7 million over the previous year. Fixed assets costing $6.5 million with accumulated depreciation of $6.1 million were disposed of during the year ended June 30, 2024. Additional information on the School's capital assets can be found in Note 7 of this report.

Long-Term Liabilities

The Charter School's noncurrent liabilities consist of $7.8 million in leases payable, $0.4 million in subscription liabilities, $318.3 million in net pension liability, and $13.1 million in other postemployment benefit liability. Details of the School's long-term liabilities can be found in Note 9.

Economic Factors and Next Year's Budget and Activities

Anticipating consistent growth in learner enrollments during the 2024-25 school year, the School foresees tuitions from local school districts to align with this trend. Economic factors influencing next year's budget include ongoing enrollment increases and staffing costs aligned with enrollment levels, which in turn will also cause an increase in employer PSERS contributions, health insurance premiums, and other staffing expenses. In July 2024, Governor Josh Shapiro signed into law Act 55 of 2024, which amends several provisions of the Public School Code. Among these were changes to the formula for tuition for special education students attending cyber charter schools as now set forth in section 1725.1-A of the CSL, 24 P.S. § 17-1725.1-A. This results in a special education funding reduction starting in January 2025 and going forward. Other future events impacting the School financially may involve fluctuations in learner enrollments, corresponding staffing changes, and additional State budget cuts or funding adjustments to investments in education.

During the 2023-24 school year forward, the School will maintain its investment strategy to finance curriculum and learning management system enhancements. It is anticipated the School will also continue its current investment strategy of capital purchases and improvements. These projects will require additional resources over the next several years to enhance the quality of our family service centers for the benefit of families and staff.

During the 2023-24 school year, CCA acquired a building in Harrisburg that will be used as a data center, two properties adjacent to our York office, and land in Dubois. This is part of a continued effort to grow our presence in the state through our family service centers.

In the 2024-25 school year to date, CCA has purchased a building in Bethlehem, land near our Monongahela property and the solar panel system on our Capital Campus building in Harrisburg. The Board of Trustees also approved the purchase of land parcels in Oil City and Lewisburg in the 2024-25 school year.

Contacting the School's Financial Management

The financial report is designed to provide interested parties with a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the President and CEO, Commonwealth Charter Academy Charter School, One Innovation Way, Harrisburg, PA 17110.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2024

	Governmental Activities
ASSETS	
Cash and investments	$ 206,067,571
Intergovernmental receivables	49,131,320
Other receivables	760,768
Prepaid expenses	34,397,186
Lease receivable	3,753,188
Capital assets:	
Capital assets not being depreciated	183,532,170
Capital assets, net of accumulated depreciation/amortization	188,122,900
Right-to-use assets, net of accumulated amortization	8,714,739
TOTAL ASSETS	674,479,842
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources for pension	172,526,029
Deferred outflows of resources for other postemployment benefits	9,414,490
TOTAL DEFERRED OUTFLOWS OF RESOURCES	181,940,519
LIABILITIES	
Accounts payable	22,817,378
Retainage payable	3,762,359
Accrued salaries, benefits, and withholdings	33,373,686
Accrued interest	43,878
Unearned revenue	384,751
Other liabilities	162,383
Noncurrent liabilities due within one year	1,216,535
Noncurrent liabilities:	
Leases payable	6,967,198
Subscription liability	39,900
Net pension liability	318,345,000
Net other postemployment benefit liability	13,050,000
TOTAL LIABILITIES	400,163,068
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources for lease revenue	3,368,933
Deferred inflows of resources for pension	4,359,000
Deferred inflows of resources for other postemployment benefits	2,598,000
TOTAL DEFERRED INFLOWS OF RESOURCES	10,325,933
NET POSITION	
Net investment in capital assets	354,816,786
Restricted for capital projects	198,647,782
Unrestricted (deficit)	(107,533,208)
TOTAL NET POSITION	$ 445,931,360

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenue: Charges for Services	Program Revenue: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities
Governmental Activities				
Instruction	$ 288,995,561	$ 323,521,444	$ 16,375,730	$ 50,901,613
Instructional student support	79,751,220	91,348,354	1,526,912	13,124,046
Administrative and financial support services	45,375,942	63,907,322	225,536	18,756,916
Operation and maintenance of plant services	11,859,386	10,569,770	-	(1,289,616)
Pupil transportation	255,244	319,740	-	64,496
Student activities	996,951	1,247,157	16,039	266,245
Community services	6,715,840	7,690,918	2,779,489	3,754,567
Scholarships and Awards	2,625	3,288	-	663
Interest on leases and other right-to-use arrangements	360,401	2,765,579	-	2,405,178
Unallocated depreciation/ amortization expense	13,856,648	-	-	(13,856,648)
Total Governmental Activities	$ 448,169,818	$ 501,373,572	$ 20,923,706	74,127,460
	General Revenues			
	Investment earnings			8,814,186
	Miscellaneous revenue			1,587,026
	Total General Revenues			10,401,212
	Change in Net Position			84,528,672
	Net Position - Beginning of Year			361,402,688
	Net Position - End of Year			$ 445,931,360

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2024

	General	Capital Projects	Total Governmental Funds
ASSETS			
Cash and investments	$ 65,712,619	$ 140,354,952	$ 206,067,571
Interfund receivable	5,751	57,365,048	57,370,799
Intergovernmental receivables	49,131,320	-	49,131,320
Other receivables	698,458	62,310	760,768
Lease receivable	3,753,188	-	3,753,188
Prepaid expenditures	33,525,963	871,223	34,397,186
TOTAL ASSETS	$ 152,827,299	$ 198,653,533	$ 351,480,832
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES			
LIABILITIES			
Interfund payable	$ 57,365,048	$ 5,751	$ 57,370,799
Accounts payable	9,250,347	13,567,031	22,817,378
Accrued salaries, benefits, and withholdings	33,373,686	-	33,373,686
Unearned revenue	384,751	-	384,751
Other liabilities	162,383	-	162,383
TOTAL LIABILITIES	100,536,215	13,572,782	114,108,997
DEFERRED INFLOWS OF RESOURCES			
Unavailable revenue - tuition	10,093,676	-	10,093,676
Lease revenue	3,368,933	-	3,368,933
TOTAL DEFERRED INFLOWS OF RESOURCES	13,462,609	-	13,462,609
FUND BALANCES			
Nonspendable:			
Prepaid expenditures	33,525,963	871,223	34,397,186
Restricted	-	184,209,528	184,209,528
Assigned:			
Technology investments	1,750,000	-	1,750,000
Learning Management System and curriculum development	1,648,511	-	1,648,511
Future health insurance claims	1,250,000	-	1,250,000
Unassigned	654,001	-	654,001
TOTAL FUND BALANCES	38,828,475	185,080,751	223,909,226
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	$ 152,827,299	$ 198,653,533	$ 351,480,832

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

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

June 30, 2024

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

TOTAL FUND BALANCES - GOVERNMENTAL FUND		$ 223,909,226
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 $443,592,792 and the accumulated depreciation/amortization is $63,222,983.		380,369,809
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.		10,093,676
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:		
Leases payable	(7,786,418)	
Subscription liability	(437,215)	
Retainage payable	(3,762,359)	
Accrued interest	(43,878)	(12,029,870)
The net pension liability and related deferred outflows and inflows of resources for pensions are not reflected on the fund financial statements.		(150,177,971)
The net other postemployment benefit liability and related deferred outflows and inflows of resources for other postemployment benefits are not reflected on the fund financial statements.		(6,233,510)
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES		$ 445,931,360

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS

For the Year Ended June 30, 2024

	General	Capital Projects	Total Governmental Funds
REVENUES			
Local sources	$ 501,035,467	$ 6,504,607	$ 507,540,074
State sources	631,245	-	631,245
Federal sources	14,166,186	-	14,166,186
TOTAL REVENUES	515,832,898	6,504,607	522,337,505
EXPENDITURES			
Current:			
Instructional services	258,262,416	20,440	258,282,856
Support services	132,136,717	38,430,455	170,567,172
Operation of noninstructional services	7,137,759	-	7,137,759
Capital outlay	-	75,167,445	75,167,445
Leases and other right-to-use arrangements:			
Principal	1,831,652	-	1,831,652
Interest	376,070	-	376,070
TOTAL EXPENDITURES	399,744,614	113,618,340	513,362,954
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	116,088,284	(107,113,733)	8,974,551
OTHER FINANCING SOURCES (USES)			
Proceeds from issuance of right-to-use arrangements	658,303	-	658,303
Insurance recoveries	267,309	-	267,309
Loss on lease termination	(41,406)	-	(41,406)
Transfers in	-	107,361,274	107,361,274
Transfers out	(107,361,274)	-	(107,361,274)
TOTAL OTHER FINANCING SOURCES (USES)	(106,477,068)	107,361,274	884,206
NET CHANGE IN FUND BALANCES	9,611,216	247,541	9,858,757
FUND BALANCES - BEGINNING OF YEAR - RESTATED	29,217,259	184,833,210	214,050,469
FUND BALANCES - END OF YEAR	$ 38,828,475	$ 185,080,751	$ 223,909,226

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE GOVERNMENT-WIDE STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2024

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

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS		$ 9,858,757
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 or amortization expense.		
Capital outlays	$ 124,505,645	
Less: Depreciation/amortization expense	(16,672,723)	
Less: Loss on disposal of capital assets	(386,266)	107,446,656
Because some tuition 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.		10,093,676
Issuance of long-term liabilities (e.g., leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term liabilities consumes the current financial resources of governmental funds.		
Issuance of leases	(392,795)	
Issuance of subscription liabilities	(265,508)	
Repayment of lease principal	1,150,313	
Repayment of subscription liability principal	681,339	1,173,349
Interest expense incurred on long-term liabilities 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.		15,669
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:		
Retainage payable	(3,081,607)	
Net pension liability and related deferred outflows and inflows	(39,721,366)	
Net OPEB liability and related deferred outflows and inflows	(1,256,462)	(44,059,435)
CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES		$ 84,528,672

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2024

Commonwealth Charter Academy Charter School (the "Charter School" or "School") is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The Charter School is chartered directly through the Pennsylvania Department of Education. The current charter expired June 30, 2016; the renewal is currently being processed by the Pennsylvania Department of Education.

The Charter School is headquartered in Harrisburg, Pennsylvania, and was established to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. The Charter School is a provider of high-quality, highly accountable virtual schooling for learners in grades K-12. The Charter School gives learners the flexibility to learn at home with a curriculum that meets rigorous State education standards. Through individualized service, instruction, and dedication to achievement, the Charter School provides an opportunity for all learners to competently meet personal and community goals, overcome challenges, and share their passion for success with future generations.

The Charter School is governed by a board of trustees. The number of trustees shall be determined by the Board from time to time. At least three trustees shall be chosen from and shall represent one of the following constituencies: (1) the parent of one or more student(s) who is/are enrolled in the School; (2) a generally recognized community leader in the area served by the School, as determined at the discretion of the Board; and (3) an individual currently employed as either a teacher, college instructor in the area of education, or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Commonwealth Charter Academy 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.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

A. Reporting Entity - continued

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 legally separate entities 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 a legally separate entity 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 legally separate entity 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, Commonwealth Charter Academy Charter School has determined it has no component units.

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.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

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.

The Charter School Reports the Following Major Governmental Funds:

General Fund: The general fund is the general operating fund of the Charter School. This fund is charged with all costs of operating the Charter School for which a separate fund has not been established.

Capital Projects Fund: The capital projects fund accounts for expenditures related to facilities acquisitions and improvements as well as office furniture and equipment costs located within School facilities, and proprietary software development and enhancements.

The Charter School does not currently have any enterprise or fiduciary funds.

During the course of operations, the government has activity between funds for various purposes. Any residual balances outstanding at year end are reported as interfund receivables and payables. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

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.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

D. Measurement Focus and Basis of Accounting - continued

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 by October 31, 2024. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met. If time eligibility requirements are not met, deferred inflows of resources would be recorded. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt, including leases payable and subscription liabilities, are reported as other financing sources.

E. Budgetary Information

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 2023-2024 budget was prepared and approved by the board of trustees prior to submitting the budget to the Pennsylvania Department of Education.

F. Financial Position

1. Investments

Investments are valued 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 Participants*.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

1. Investments - continued

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. Interfund Transactions

Activity between funds that is representative of lending/borrowing arrangements outstanding at the end of the year are referred to as "interfund receivables/payables."

3. Receivables

The intergovernmental receivables are amounts due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental entities.

4. 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. At June 30, 2024, prepaid expenditures/expenses consist of the following:

	General Fund	Capital Fund
Curriculum and licenses	$ 18,858,159	$ 345,380
Security and property purchase deposits	18,369	525,843
Technology	8,856,128	-
Contracted services	2,896,135	-
Other	2,897,172	-
Total	$ 33,525,963	$ 871,223

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

5. 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 recorded at the 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.

The Charter School generally capitalizes assets with a cost of $10,000 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. 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. Capital assets are depreciated or amortized using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation or amortization are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

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

Assets	Years
Building and improvements	6 - 27.5
Software	10
Furniture and equipment	3 - 7
Right-to-use lease assets	2 - 33
Right-to-use subscription assets	2 - 4

6. 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, 2024.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

7. Unearned Revenues

Revenues that are received but not earned are reported as unearned revenues in the government-wide and governmental 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.

8. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental or business-type activity columns in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Bonds payable are reported net of the applicable bond premium or discount. Other bond issuance costs are expensed at the time the debt is issued.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued and 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

Lessor

Commonwealth Charter Academy Charter School is a lessor for noncancellable leases of building space. The Charter School recognizes a lease receivable and a deferred inflow of resources in the government-wide and governmental fund financial statements.

At the commencement of a lease, Commonwealth Charter Academy Charter School initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments received. The deferred inflow of resources is initially measured as the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date. Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

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

Lessor - continued

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

- Commonwealth Charter Academy Charter School uses its estimated incremental borrowing rate as the discount rate for the lease.

- The lease term includes the noncancellable period of the lease. Also included within the lease term are qualifying lease renewals or early termination options that the Charter School is reasonably certain to exercise or not. Lease receipts included in the measurement of the lease receivable is composed of fixed payments from the lessee.

The Charter School monitors changes in circumstances that would require a remeasurement of its lease, and will remeasure the lease receivable and deferred inflows of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable.

Lessee and Subscription-Based Information Technology Arrangements

Commonwealth Charter Academy Charter School is a lessee for noncancellable leases of equipment, 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 the term of the lease or subscription.

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 for leases.

- 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 SBITA 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 with capital assets as right-to-use assets and related liabilities are reported with noncurrent liabilities on the statement of net position.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

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 the 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.

11. Other Postemployment Benefits (OPEB)

The Charter School's other postemployment benefit plan is 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 plan:

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.

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 benefits 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.

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 four 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 one source - tuition. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available.

Deferred inflows of resources for lease revenue relates to lessor agreements the Charter School has for its facilities with third parties. The deferred inflows of resources are recorded at the initiation of the lease in an amount equal to the initial recording of the lease receivable. The deferred inflows of resources are amortized on a straight-line basis over the term of the lease.

Deferred inflows of resources for pension relates 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 benefits 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.

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 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.

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 board has delegated authority to assign fund balance to the President and Chief Executive Officer. 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.

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 in circumstances where an expenditure is made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expensed is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance and unassigned fund balance.

The Charter School does not have a minimum fund balance policy.

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.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Fund Balance Restatement

During the year ended June 30, 2024, the Charter School reported the following restatement related to retainage accruals at the fund level:

	Capital Projects Fund
Balance at June 30, 2023	$ 184,152,458
Retainage adjustment	680,752
Restated Fund Balance at July 1, 2023	$ 184,833,210

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, 2024, no individual fund had a deficit fund balance or net position.

C. Excess of Expenditures Over Appropriations in Individual Funds

For the year ended June 30, 2024, the General Fund had an excess of expenditures over appropriations of $54,971,614. The Charter School used revenue in excess of budget to satisfy the excess expenditures.

NOTE 3 - CASH AND INVESTMENTS

Under Section 440.1 of the Public School Code of 1949, as amended, the Charter School is permitted to invest funds in the following types of investments:

> Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
>
> Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation to the extent that such accounts are so insured and for any amounts above the insured maximum, provided that approved collateral as provided by law, therefore, shall be pledged by the depository.

Pennsylvania Act 10 of 2016 became effective May 25, 2016 and expanded the permitted investment types to include commercial paper, bankers' acceptances, negotiable certificates of deposit, and insured bank deposit reciprocals as long as certain safeguards related to credit quality and maturity are met.

The deposit and investment policy of the Charter School adheres to state statutes. There were no deposits or investment transactions during the year that were in violation of either the state statutes or the policy of the Charter School.

The breakdown of total cash and investments on the financial statements at June 30, 2024, was as follows:

Demand deposits	$ 200,746,456
Investments	5,321,115
	$ 206,067,571

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, 2024, the carrying amount of the Charter School's deposits was $200,746,456 and the bank balance was $221,041,386. The School participates in an insured cash sweep savings account which spreads savings funds through a variety of banks with allocated funds at each bank being under the FDIC limit. Therefore, $42,411,686 of the bank balance was covered by federal depository insurance and $178,629,700 was exposed to custodial credit risk but covered by collateralization requirements in accordance with Act 72 of the 1971 Session of the Pennsylvania General Assembly.

NOTE 3 - CASH AND INVESTMENTS - CONTINUED

Investments

As of June 30, 2024, the Charter School had the following investments:

	Maturities	Fair Value	Carrying Value	Level
U.S. Treasuries	<1 year	$ 5,321,115	$ 5,321,115	1
		Total Investments	$ 5,321,115	

The Charter School's investment carrying value of $5,321,115 for the year ended June 30, 2024 is assessed using Level 1 inputs based on actively traded markets.

Interest Rate Risk

The Charter School has a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2024, the Charter School has no investments subject to this interest rate risk.

Credit Risk

The Charter School has an investment policy that would limit its investment choices to certain credit ratings. As of June 30, 2024, the Charter School's investments were rated as:

Investment	Standard & Poor's
U.S. Treasuries	AAA

Concentration of Credit Risk

The Charter School has a policy that would limit the amount they may invest in any one issue. At June 30, 2024, 100% of the Charter School's investments are in U.S. Treasury bills which is in compliance with the policy.

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/UNAVAILABLE REVENUE

The intergovernmental receivables are due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental agencies. Thus, no allowance has been deemed necessary or recorded in the accompanying financial statements. The intergovernmental receivables balance consists of the following as of June 30, 2024:

Local Education Agencies	$ 41,341,224
Pennsylvania Department of Education:	
Title I Grants to Local Educational Agencies	1,267,196
Supporting Effective Instruction State Grant	128,118
COVID-19 Education Stabilization Fund	145,624
Pennsylvania Department of Human Services - Medical Assistance	172,798
Capital Area Intermediate Unit:	
Title III English Language Acquisition State Grant	1,969
Special Education Grants to States	6,074,391
Total Intergovernmental Receivables	$ 49,131,320

The Charter School reports unavailable revenue of $10,093,676 at June 30, 2024, consisting of tuition revenue which was not collected within the availability period after the fiscal year end.

NOTE 5 - INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

The following is a summary of interfund receivables and payables at June 30, 2024:

	Interfund Receivables	Interfund Payables
General Fund	$ 5,751	$ 57,365,048
Capital Projects Fund	57,365,048	5,751
	$ 57,370,799	$ 57,370,799

Interfund receivables and payables exist as a result of a time lag between dates when payments between funds are made to fund current and future capital purchases. All will be paid within one year.

The Charter School made the following interfund operating transfers during the year ended June 30, 2024:

	Transfers In	Transfers Out
General Fund	$ -	$ 107,361,274
Capital Projects Fund	107,361,274	-
	$ 107,361,274	$ 107,361,274

Transfers are made to fund current and future capital projects.

NOTE 6 - LEASE RECEIVABLE/DEFERRED INFLOWS OF RESOURCES

The Charter School has entered into various leases as lessor for the use of Charter School facilities through July 31, 2030. As of June 30, 2024, the value of the lease receivable is $3,753,188 with a related deferred inflow of $3,368,933. The lessees are required to make monthly payments of principal and interest. The leases have an interest rate of 4.0%. The Charter School recognized lease revenue of $712,802 during the year ended June 30, 2024, including interest revenue of $159,005.

NOTE 7 - CHANGES IN CAPITAL ASSETS

Capital assets balances and activity for the year ended June 30, 2024, were as follows:

	Beginning Balance	Increase	Decrease/ Transfers	Ending Balance
Governmental Activities				
Capital assets not being depreciated:				
Land	$ 171,105	$ -	$ -	$ 171,105
Construction in progress	156,858,757	101,745,287	(75,242,979)	183,361,065
Total assets not being depreciated	157,029,862	101,745,287	(75,242,979)	183,532,170
Capital assets being depreciated/amortized:				
Building and improvements	89,607,586	4,136,012	57,929,504	151,673,102
Software	31,077,665	-	-	31,077,665
Furniture and equipment	34,327,887	17,534,066	11,754,989	63,616,942
Total assets being depreciated/amortized	155,013,138	21,670,078	69,684,493	246,367,709
Less accumulated depreciation/amortization for:				
Building and improvements	14,412,395	4,199,180	-	18,611,575
Software	10,927,046	3,107,766	-	14,034,812
Furniture and equipment	24,220,940	6,549,702	(5,172,220)	25,598,422
Total accumulated depreciation/amortization	49,560,381	13,856,648	(5,172,220)	58,244,809
Total capital assets being depreciated/amortized, net	105,452,757	7,813,430	74,856,713	188,122,900
Right-to-use assets being amortized:				
Leased buildings	8,508,463	294,671	(583,493)	8,219,641
Leased equipment	1,411,711	100,589	(357,429)	1,154,871
Subscriptions	3,623,381	695,020	-	4,318,401
Totals being amortized	13,543,555	1,090,280	(940,922)	13,692,913
Less accumulated amortization for:				
Leased buildings	1,523,034	1,152,502	(583,493)	2,092,043
Leased equipment	308,928	172,190	(357,429)	123,689
Subscriptions	1,271,059	1,491,383	-	2,762,442
Total accumulated amortization	3,103,021	2,816,075	(940,922)	4,978,174
Total right-to-use assets being amortized, net	10,440,534	(1,725,795)	-	8,714,739
GOVERNMENTAL ACTIVITIES, CAPITAL ASSETS, NET	$ 272,923,153	$ 107,832,922	$ (386,266)	$ 380,369,809

NOTE 7 - CHANGES IN CAPITAL ASSETS - CONTINUED

Depreciation and amortization expense was charged to functions/programs of the governmental activities of the primary government as follows:

Operation and maintenance of plant services	$	1,324,692
Support services central		1,491,383
Unallocated		13,856,648
Total	$	16,672,723

NOTE 8 - LINE OF CREDIT

On June 27, 2014, the Charter School obtained a $5,000,000 line of credit to fund short-term asset purchases and fund accounts receivable. Interest on the line is payable at LIBOR plus 2.85%. The interest rate at June 30, 2024 was 8.2039%. The line is subject to certain financial covenants and all assets of the Charter School are pledged as collateral. The was no balance on the line and no activity for the year ended June 30, 2024.

NOTE 9 - LONG-TERM LIABILITIES

Leases

The Charter School has entered into lease agreements for equipment and building space. The leases have varying termination dates through January 2054. The leases include monthly or quarterly payments of principal and interest at rates ranging from 4.0% to 8.2%. The leases are secured by the related equipment. The Charter School reported the following lease expense for the year ended June 30, 2024:

Lease expense:		
Buildings	$	1,152,502
Equipment		172,190
Total amortization expense		1,324,692
Interest on lease liabilities		332,452
Total	$	1,657,144

NOTE 9 - LONG-TERM LIABILITIES - CONTINUED

Leases - continued

Future lease maturities as of June 30 are as follows:

	Principal	Interest	Total
2025	$ 819,220	$ 299,803	$ 1,119,023
2026	597,025	270,177	867,202
2027	509,417	249,546	758,963
2028	568,118	225,347	793,465
2029	588,089	201,020	789,109
2030 - 2034	2,558,385	656,530	3,214,915
2035 - 2039	1,317,421	256,874	1,574,295
2040 - 2044	217,427	146,052	363,479
2045 - 2049	289,767	94,733	384,500
2050 - 2054	321,549	30,909	352,458
Total	$ 7,786,418	$ 2,430,991	$ 10,217,409

Subsequent to year end, the Charter School exercised a purchase option for a leased solar system for approximately $372,000.

Subscriptions

The Charter School has entered into various agreements for subscription-based information technology arrangements. The agreements have various maturities through December 2028. Annual, monthly or quarterly principal and interest payments are made at rates of 4.50% through 8.20%. The Charter School reported the following SBITA expense for the year ended June 30, 2024:

SBITA expense:	
Software Amortization	$ 1,491,383
Interest on SBITA liabilities	31,395
Variable SBITA Expense	1,101,723
Total	$ 2,624,501

NOTE 9 - LONG-TERM LIABILITIES - CONTINUED

Subscriptions - continued

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

	Principal	Interest	Total
2025	$ 397,315	$ 22,074	$ 419,389
2026	37,557	2,851	40,408
2027	2,343	24	2,367
Total	$ 437,215	$ 24,949	$ 462,164

Long-term liability balances and activity for the year ended June 30, 2024, are as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Governmental Activities:					
Leases payable	$ 8,543,936	$ 392,795	$ 1,150,313	$ 7,786,418	$ 819,220
Subscription liability	853,046	265,508	681,339	437,215	397,315
Net pension liability	232,119,000	125,199,979	38,973,979	318,345,000	-
Net other postemployment benefit liability	9,690,000	4,211,952	851,952	13,050,000	-
Total Governmental Long-Term Liabilities	$ 251,205,982	$ 130,070,234	$ 41,657,583	$ 339,618,633	$ 1,216,535

Payments for leases payable are made by the general fund. Payments for subscription liabilities are made by the general and capital projects funds. Total interest paid during the year ended June 30, 2024, was $376,070. The net pension and OPEB liability will be liquidated through future contributions to PSERS at the statutory rates; contributions will be made from the general fund.

NOTE 10 - EMPLOYEE RETIREMENT PLANS

Employee Defined Benefit Pension Plan

General Information About the Pension Plan

Plan Description

PSERS (the System) 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 equal to 1.0% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of 5 years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

NOTE 10 - 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 five 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 one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

The contribution policy is set by state statute and requires contributions by active members, employers, and the Commonwealth of Pennsylvania. 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%

NOTE 10 - 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, 2024 was 33.09% 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 $46,403,058 for the year ended June 30, 2024. In addition, the Charter School's contribution to the defined contribution plan was $378,629 for the year ended June 30, 2024.

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

At June 30, 2024, the Charter School reported a liability of $318,345,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, 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, 2022 to June 30, 2023. 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, 2024, the Charter School's proportion was 0.7156% which was an increase of 0.1935% from its proportion measured as of June 30, 2023.

NOTE 10 - 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, 2024, the Charter School recognized a pension expense of $86,124,424. At June 30, 2024, 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	$ 72,000	$ 4,359,000
Net difference between projected and actual investment earnings	9,008,000	-
Changes in assumptions	4,750,000	-
Changes in proportion - plan level	110,162,000	-
Difference between employer contributions and proportionate share of total contributions	2,130,971	-
Contributions made subsequent to the measurement date	46,403,058	-
	$ 172,526,029	$ 4,359,000

The $46,403,058 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, 2025. 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:

2025	$ 56,979,201
2026	30,029,198
2027	31,451,170
2028	3,304,402
	$ 121,763,971

NOTE 10 - 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, 2023, was determined by rolling forward the System's total pension liability at June 30, 2022 to June 30, 2023, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial valuation date - June 30, 2022.
- 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 Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 improvement scale.

The actuarial assumptions used in the June 30, 2023 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 PSERS 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.

NOTE 10 - 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, 2023 is:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global public equity	30.0%	5.2%
Private equity	12.0%	7.9%
Fixed income	33.0%	3.2%
Commodities	7.5%	2.7%
Infrastructure/ MLPs	10.0%	5.4%
Real estate	11.0%	5.7%
Absolute return	4.0%	4.1%
Cash	3.0%	1.2%
Leverage	(10.5%)	1.2%
	100.0%	

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.

NOTE 10 - 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	$ 412,662,000	$ 318,345,000	$ 238,769,000

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 Related to the Plan

At June 30, 2024, the Charter School had an accrued balance due to PSERS, including contributions related to pension and OPEB of $16,689,869. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2024 through June 2024.

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, but not required to participate from their initial date of employment. All contributions to the Plan by the employee are discretionary through elective salary reduction.

NOTE 11 - OTHER POSTEMPLOYMENT BENEFIT PLANS

Employee Defined Benefit Other Postemployment Benefit Plans

The Charter School has other postemployment benefits (OPEB) under a cost-sharing, multiple employer, employee defined benefit other postemployment benefits plan administered through PSERS (PSERS OPEB Plan).

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, 2023, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance Program if they satisfy the following criteria:

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age.

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 their distributions.

NOTE 11 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

Pension Plan Description

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

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of $100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program.

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, 2024, was 0.64% 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 $897,490 for the year ended June 30, 2024.

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

At June 30, 2024, the Charter School reported a liability of $13,050,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2023, 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, 2022 to June 30, 2023. 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, 2024, the Charter School's proportion was 0.7213%, which was an increase of 0.1949% from its proportion measured as of June 30, 2023.

NOTE 11 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

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

For the year ended June 30, 2024, the Charter School recognized OPEB expense of $2,153,952. At June 30, 2024, 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
Differences between expected and actual experience	$ 85,000	$ 129,000
Changes in assumptions	1,128,000	2,469,000
Net difference between projected and actual investment earnings	29,000	-
Changes in proportion	7,275,000	-
Contributions made subsequent to the measurement date	897,490	-
	$ 9,414,490	$ 2,598,000

The $897,490 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, 2025. 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:

2025	$ 1,508,000
2026	1,371,000
2027	1,257,000
2028	1,140,000
2029	643,000
Total	$ 5,919,000

NOTE 11 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

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

Actuarial Assumptions

The total OPEB liability as of June 30, 2023, was determined by rolling forward the System's total OPEB liability as of June 30, 2022 to June 30, 2023, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial valuation date - June 30, 2022.
- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 4.13% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at $1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than $1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement scale.
- Participation rate:
  - Eligible retirees will elect to participate Pre-age 65 at 50%
  - Eligible retirees will elect to participate Post-age 65 at 70%

The actuarial assumptions used in the June 30, 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 following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2021 determined the employer contribution rate for fiscal year 2023.
- 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 assumptions 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.

NOTE 11 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

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

Actuarial Assumptions - continued

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

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

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2023 is:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	100.0%	1.2%

Discount Rate

The discount rate used to measure the total OPEB liability was 4.13%. 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 4.13% which represents the S&P 20-year Municipal Bond Rate at June 30, 2023, was applied to all projected benefit payments to measure the total OPEB liability.

NOTE 11 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB 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, 2023, 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, 2023, 92,677 retirees were receiving the maximum amount allowed of $1,200 per year. As of June 30, 2023, 522 members were receiving less than the maximum amount allowed of $1,200 per year. The actual number of retirees receiving less than the $1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the Charter School's proportionate share of the net OPEB liability for the June 30, 2023 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:

	1% Decrease	Current Trend Rate	1% Increase
Charter School's proportionate share of the net OPEB liability	$ 13,049,000	$ 13,050,000	$ 13,051,000

NOTE 11 - OTHER POSTEMPLOYMENT BENEFIT PLANS - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB 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 the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 4.13%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (3.13%) or one-percentage point higher (5.13%) than the current rate:

	1% Decrease 3.13%	Current Discount Rate 4.13%	1% Increase 5.13%
Charter School's proportionate share of the net OPEB liability	$ 14,755,000	$ 13,050,000	$ 11,623,000

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.

Payables Related to the Plan

At June 30, 2024, the Charter School had an accrued balance due to PSERS of $16,689,869, including balances related to pension and OPEB. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2024 through June 2024.

NOTE 12 - 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 health and vision, for which the Charter School retains risk of loss, as described below. For insured programs, there were no significant reductions in insurance coverages for the 2023-2024 school year. Settlement amounts have not exceeded insurance coverage for the current year or the three prior fiscal years.

NOTE 12 - RISK MANAGEMENT - CONTINUED

Currently, the Charter School is self-insured for medical, dental, drug and vision insurance for current employees and their dependents. No retired individuals are participating in the plan. The Charter School uses a third party administrator to provide consulting and administrative services to process claims. During the year ended June 30, 2024, the Charter School had stop-loss coverage for individual claims exceeding $300,000 per year per participant with exceptions.

The following table presents the components of the plan's benefit liability and the related changes in the plan's benefit liabilities. Claims payable are reported within accrued salaries, benefits, and withholdings.

Benefit liabilities at June 30:

	2024	2023
Claims payable	$ 2,893,031	$ 3,917,110

Changes in benefit liabilities are as follows for the years ended June 30:

	2024	2023
Claims payable, beginning of year	$ 3,917,110	$ 2,353,803
Benefits earned	25,922,325	20,517,477
Claims paid	(26,946,404)	(18,954,170)
Claims payable, end of year	$ 2,893,031	$ 3,917,110

NOTE 13 - CONTINGENT LIABILITIES

The Charter School receives federal, state, and local funding through a number of programs. Payments made by these sources under contractual agreements are provisional and subject to redetermination based on filing reports and audits of those reports. Final settlements due from or to these sources are recorded in the year in which the related services are performed. Any adjustments resulting from subsequent examinations are recognized in the year in which the results of such examinations become known. Charter School officials do not expect any significant adjustments as a result of these examinations.

The Charter School is involved in various lawsuits that arise in the normal course of business. Although the outcome of these lawsuits is not presently determinable, in the opinion of the Charter School's management, the resolution of these matters will not have a material adverse effect on the financial condition of the Charter School.

NOTE 14 - COMMITMENTS

The Charter School has entered into various contracts for construction and renovations at the Charter School's facilities. Contract amounts and outstanding commitments at June 30, 2024 are:

Project	Contract Amount	Commitment Outstanding
Johnstown renovations	$ 7,982,920	$ 450,986
Williamsport renovations	690,620	636,494
State College renovations	8,600,191	167,421
Carlisle renovations	8,586,893	851,219
York renovations	12,255,539	1,049,981
Wyomissing renovations	8,115,871	729,594
Shippensburg renovations	12,834,352	3,030,806
Mount Pocono renovations	9,485,603	2,103,144
Monongahela renovations	32,433,915	27,907,295
Blue Bell renovations	15,367,427	13,324,913
Montage renovations	34,656,772	34,459,451
Mansfield renovations	14,902,099	14,103,475
Total	$ 165,912,202	$ 98,814,779

Subsequent to year-end, the Charter School Board of Trustees approved the purchase of a property in Oil City for $1,795,000 and a property in Lewisburg for $2,800,000.

Additionally, subsequent to year end, the Charter School awarded contracts totaling $43,957,213 for renovations at various properties.

The Charter School intends to satisfy these commitments with available capital projects funds.

NOTE 15 - FUND BALANCES

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, 2024, were as follows:

General Fund
The general fund has nonspendable funds of $33,525,963 related to prepaid expenditures; assigned funds of $1,750,000 for technology investments, $1,648,511 for learning management system and curriculum development, $1,250,000 for future health insurance claims; and unassigned funds totaling $654,001.

Capital Projects Fund
The capital projects fund has nonspendable funds of $871,223 related to prepaid expenditures and restricted funds of $184,209,528 comprised of surplus monies transferred from the general fund for the acquisition or construction of capital facilities and qualifying capital assets.

NOTE 16 - NEW ACCOUNTING PRONOUNCEMENTS

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

- 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 the Charter School's fiscal year ending June 30, 2025.

- Statement No. 102, *Certain Risk Disclosures* - The primary objective of this statement is to provide users of government financial statements with essential information about risks related to government's vulnerabilities due to certain concentrations or constraints. The requirements of this statement are effective for fiscal years beginning after June 15, 2024, and all reporting periods thereafter.

- Statement No. 103, *Financial Reporting Model Improvements* - The primary objective of this statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. The requirements of this statement are effective for fiscal years beginning after June 15, 2025, and all reporting periods thereafter.

- Statement No. 104, *Disclosure of Certain Capital Assets* - The primary objective of this statement is to provide users of government financial statements with essential information about certain types of capital assets. This statement also requires additional disclosures for capital assets held for sale. The requirements of this statement are effective for fiscal years beginning after June 15, 2025, and all reporting periods thereafter.

The Charter School has not yet completed the analysis necessary to determine the actual financial statement impact of these new pronouncements.

REQUIRED SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BUDGETARY COMPARISON SCHEDULE FOR THE GENERAL FUND

For the Year Ended June 30, 2024

	Original Budget	Final Budget	Actual	Variance
REVENUES				
Local sources	$ 345,023,910	$ 345,023,910	$ 501,035,467	$ 156,011,557
State sources	286,600	286,600	631,245	344,645
Federal sources	11,513,710	11,513,710	14,166,186	2,652,476
TOTAL REVENUES	356,824,220	356,824,220	515,832,898	159,008,678
EXPENDITURES				
INSTRUCTIONAL SERVICES:				
Regular programs - elementary/secondary	147,119,990	147,119,990	174,824,723	(27,704,733)
Special programs - elementary/secondary	63,338,760	63,338,760	79,036,296	(15,697,536)
Vocational education programs	2,488,390	2,488,390	3,472,049	(983,659)
Other instructional programs - elementary/secondary	740,620	740,620	606,908	133,712
Higher education programs for secondary students	80,400	80,400	322,440	(242,040)
TOTAL INSTRUCTIONAL SERVICES	213,768,160	213,768,160	258,262,416	(44,494,256)
SUPPORT SERVICES:				
Students	35,348,130	35,348,130	42,092,467	(6,744,337)
Instructional staff	35,604,500	35,604,500	30,526,904	5,077,596
Administration	25,617,060	25,617,060	28,726,604	(3,109,544)
Pupil health	367,500	367,500	302,679	64,821
Business	3,651,480	3,651,480	4,615,723	(964,243)
Operation and maintenance of plant	6,375,240	6,375,240	7,958,476	(1,583,236)
Student transportation	113,610	113,610	255,244	(141,634)
Central	16,199,640	16,199,640	16,088,063	111,577
Other	1,835,030	1,835,030	1,570,557	264,473
TOTAL SUPPORT SERVICES	125,112,190	125,112,190	132,136,717	(7,024,527)
OPERATION OF NONINSTRUCTIONAL SERVICES:				
Student activities	601,130	601,130	995,587	(394,457)
Community services	5,291,520	5,291,520	6,139,547	(848,027)
Scholarships and Awards	-	-	2,625	(2,625)
TOTAL OPERATION OF NONINSTRUCTIONAL SERVICES	5,892,650	5,892,650	7,137,759	(1,245,109)
LEASES AND OTHER RIGHT-TO-USE ARRANGEMENTS	-	-	2,207,722	(2,207,722)
TOTAL EXPENDITURES	344,773,000	344,773,000	399,744,614	(54,971,614)
EXCESS OF REVENUES OVER EXPENDITURES	12,051,220	12,051,220	116,088,284	104,037,064
OTHER FINANCING SOURCES (USES)				
Proceeds from issuance of right-to-use arrangements	-	-	658,303	658,303
Insurance recoveries	-	-	267,309	267,309
Loss on lease termination	-	-	(41,406)	(41,406)
Transfers out	(12,051,220)	(12,051,220)	(107,361,274)	(95,310,054)
TOTAL OTHER FINANCING SOURCES (USES)	(12,051,220)	(12,051,220)	(106,477,068)	(94,425,848)
REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	$ -	$ -	9,611,216	$ 9,611,216
FUND BALANCE - BEGINNING OF YEAR			29,217,259	
FUND BALANCE - END OF YEAR			$ 38,828,475	

See note to required supplementary information.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2024

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 2023-2024 budget transfers. There were no budget transfers for the year ended June 30, 2024.

Excess of Expenditures Over Appropriations in Individual Funds

For the year ended June 30, 2024, the General Fund had an excess of expenditures over appropriations of $54,971,614. The Charter School used revenue in excess of budget to satisfy the excess expenditures.

Budgetary Compliance

The Charter School's only legally adopted budget is for the general fund. All budgetary transfers, if applicable, 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, 2024. 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.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY AND RELATED RATIOS - PENSION PLAN

LAST TEN FISCAL YEARS

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Charter School's proportion of the collective net pension liability	0.7156%	0.5221%	0.3988%	0.2532%	0.2316%	0.2130%	0.1869%	0.1887%	0.1759%	0.1646%
Charter School's proportionate share of the collective net pension liability	$ 318,345,000	$ 232,119,000	$ 163,734,000	$ 124,673,000	$ 108,349,000	$ 102,251,000	$ 92,307,000	$ 93,514,000	$ 76,192,000	$ 65,150,000
Charter School's covered payroll	$ 110,499,104	$ 77,410,299	$ 56,928,109	$ 35,518,821	$ 31,937,528	$ 28,680,932	$ 24,888,058	$ 24,440,167	$ 22,634,497	$ 21,008,594
Charter School's proportionate share of the net pension liability as a percentage of its covered payroll	288.10%	299.86%	287.62%	351.01%	339.25%	356.51%	370.89%	382.62%	336.62%	310.11%
Plan fiduciary net position as a percentage of the total pension liability	61.85%	61.34%	63.67%	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%

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.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PENSION PLAN

LAST TEN FISCAL YEARS

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	$ 46,403,058	$ 38,973,979	$ 26,930,117	$ 19,895,925	$ 11,871,686	$ 10,548,230	$ 9,171,607	$ 7,281,614	$ 6,090,359	$ 4,559,412
Contributions in relation to the contractually required contribution	46,403,058	38,973,979	26,930,117	19,895,925	11,871,686	10,548,230	9,171,607	7,281,614	6,090,359	4,559,412
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Charter School's covered payroll	$130,739,973	$110,499,104	$ 77,410,299	$ 56,928,109	$ 35,518,821	$ 31,937,528	$ 28,680,932	$ 24,888,058	$ 24,440,167	$ 22,634,497
Contributions as a percentage of covered payroll	35.49%	35.27%	34.79%	34.95%	33.42%	33.03%	31.98%	29.26%	24.92%	20.14%

COMMONWEALTH CHARTER ACADEMY 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

	2024	2023	2022	2021	2020	2019	2018	2017
Charter School's proportion of the collective net PSERS OPEB liability	0.7213%	0.5264%	0.4016%	0.2531%	0.2316%	0.2130%	0.1869%	0.1887%
Charter School's proportionate share of the collective net PSERS OPEB liability	$ 13,050,000	$ 9,690,000	$ 9,518,000	$ 5,469,000	$ 4,926,000	$ 4,441,000	$ 3,808,000	$ 4,065,000
Charter School's covered payroll	$ 110,499,104	$ 77,410,299	$ 56,928,109	$ 35,518,821	$ 31,937,528	$ 28,680,932	$ 24,888,058	$ 24,440,167
Charter School's proportionate share of the net PSERS OPEB liability as a percentage of its covered payroll	11.81%	12.52%	16.72%	15.40%	15.42%	15.48%	15.30%	16.63%
Plan fiduciary net position as a percentage of the total PSERS OPEB liability	7.22%	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.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PSERS OPEB PLAN

LAST TEN FISCAL YEARS

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	$ 897,624	$ 851,952	$ 633,836	$ 486,860	$ 298,957	$ 268,559	$ 239,837	$ 206,977	$ 204,636	$ 200,169
Contributions in relation to the contractually required contribution	897,624	851,952	633,836	486,860	298,957	268,559	239,837	206,977	204,636	200,169
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Charter School's covered payroll	$ 130,739,973	$ 110,499,104	$ 77,410,299	$ 56,928,109	$ 35,518,821	$ 31,937,528	$ 28,680,932	$ 24,888,058	$ 24,440,167	$ 22,634,497
Contributions as a percentage of covered payroll	0.69%	0.77%	0.82%	0.86%	0.84%	0.84%	0.84%	0.83%	0.84%	0.88%

SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2024

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Assistance Listing Number (ALN)	Pass-Through Grantor's Number	Grant Period Beginning/ Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2023	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2024
U.S. DEPARTMENT OF EDUCATION									
Passed through the Commonwealth of Pennsylvania Department of Education:									
Title I - Grants to Local Educational Agencies	I	84.010	013-24-1037	07/01/23-09/30/24	$ 9,817,090	$ 8,549,894	$ -	$ 9,817,090	$ 1,267,196
Title I - Program Improvement Set Aside	I	84.010	042-23-1037	07/19/22-09/30/23	954,078	954,078	-	954,078	-
Title I - Grants to Local Educational Agencies	I	84.010	013-23-1037	07/01/22-09/30/23	7,623,864	922,579	922,579	-	-
Subtotal - ALN 84.010						10,426,551	922,579	10,771,168	1,267,196
Supporting Effective Instruction State Grant	I	84.367	020-24-1037	07/01/23-09/30/24	883,826	755,708	-	883,826	128,118
Supporting Effective Instruction State Grant	I	84.367	020-23-1037	07/01/22-09/30/23	768,775	550,688	550,688	-	-
Subtotal - ALN 84.367						1,306,396	550,688	883,826	128,118
Passed through the Capital Area Intermediate Unit:									
English Language Acquisition State Grants	I	84.365	N/A	07/01/23-09/30/24	141,308	-	-	1,969	1,969
Passed through the Commonwealth of Pennsylvania Department of Education:									
Student Support and Academic Enrichment Program	I	84.424	144-24-1037	07/01/23-09/30/24	596,839	596,839	-	596,839	-
Student Support and Academic Enrichment Program	I	84.424	144-23-1037	07/01/22-09/30/23	533,034	126,815	126,815	-	-
Subtotal - ALN 84.424						723,654	126,815	596,839	-
Education Stabilization Fund									
Passed through the Commonwealth of Pennsylvania Department of Education:									
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	2,285,791	748,076	172,777	407,712	(167,587)
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	457,158	149,615	(210,133)	142,584	(217,164)
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	457,158	149,616	35,640	180,470	66,494
COVID-19 - Education Stabilization Fund	I	84.425W	181-21-2096	07/01/21-09/30/24	260,980	100,377	(9,488)	188,995	79,130
Subtotal - ALN 84.425 - Education Stabilization Fund						1,147,684	(11,204)	919,761	(239,127)
Special Education Cluster (IDEA)									
Passed through Intermediate Unit 13:									
Special Education - Grants to States	I	84.027	N/A	07/01/23-09/30/24	50,000	50,000	-	50,000	-
Special Education - Grants to States	I	84.027	N/A	07/01/22-09/30/23	50,000	50,000	50,000	-	-
Passed through the Capital Area Intermediate Unit:									
Special Education - Grants to States	I	84.027	H027A230093	07/01/23-09/30/24	6,074,391	-	-	6,074,391	6,074,391
Total Special Education Cluster (IDEA)						100,000	50,000	6,124,391	6,074,391
TOTAL U.S. DEPARTMENT OF EDUCATION						13,704,285	1,638,878	19,297,954	7,232,547

See notes to schedule of expenditures of federal awards.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2024

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Assistance Listing Number (ALN)	Pass-Through Grantor's Number	Grant Period Beginning/ Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2023	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2024
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES									
Medicaid Cluster									
Passed through the Pennsylvania Department of Human Services:									
Medical Assistance Program	I	93.778	N/A	07/01/22-06/30/23	142,213	106,668	106,668	-	-
Medical Assistance Program	I	93.778	N/A	07/01/23-06/30/24	172,798	-	-	172,798	172,798
TOTAL MEDICAID CLUSTER AND U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES						106,668	106,668	172,798	172,798
TOTAL FEDERAL AWARDS						$ 13,810,953	$ 1,745,546	$ 19,470,752	$ 7,405,345

Source Code: I = Indirect source of funding

NOTE: No funds were passed through to subrecipients in the year ended June 30, 2024.

See notes to schedule of expenditures of federal awards.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2024

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal awards activity of Commonwealth Charter Academy Charter School under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Commonwealth Charter Academy Charter School, it is not intended to and does not present the financial position, changes in net position, or cash flows of Commonwealth Charter Academy Charter School.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING PRINCIPLES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to the reimbursement. Negative amounts shown on the Schedule represent adjustment or credits made in the normal course of business to amounts reported as expenditures in prior years.

NOTE 3 - DE MINIMIS RATE FOR INDIRECT COSTS

The Charter School did not elect to use the De Minimis rate for indirect costs.

NOTE 4 - ACCESS PROGRAM

The Charter School participates in the ACCESS Program which is a medical assistance program that reimburses local educational agencies for direct eligible health-related services provided to enrolled special needs students. Reimbursements are federal source revenues but are classified as fee-for-service and are not considered federal financial assistance. The amount of ACCESS funding classified as fee-for-service and recognized for the year ended June 30, 2024 was $819,825.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania

We have audited, in accordance with the 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 Commonwealth Charter Academy Charter School as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy Charter School's basic financial statements, and have issued our report thereon dated February 12, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Commonwealth Charter Academy 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 Commonwealth Charter Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Commonwealth Charter Academy 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 Commonwealth Charter Academy 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
February 12, 2025

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Commonwealth Charter Academy Charter School's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Commonwealth Charter Academy Charter School's major federal programs for the year ended June 30, 2024. Commonwealth Charter Academy Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Commonwealth Charter Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Commonwealth Charter Academy Charter School and to meet our other ethical responsibilities, in accordance with 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 opinion on compliance for each major federal program. Our audit does not provide a legal determination of Commonwealth Charter Academy Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Commonwealth Charter Academy Charter School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Commonwealth Charter Academy Charter School's compliance based on our audit. 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, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Commonwealth Charter Academy Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, 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 Commonwealth Charter Academy Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of Commonwealth Charter Academy Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Herbein
CPAs + Advisors

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

Herbein + Company, Inc.

Reading, Pennsylvania
February 12, 2025

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2024

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified		
Internal control over financial reporting:			
Material weakness(es) identified?	____yes	X	no
Significant deficiency(ies) identified not considered to be material weaknesses?	____yes	X	none reported
Noncompliance material to financial statements noted?	____yes	X	no

Federal Awards

Internal control over major programs:			
Material weakness(es) identified?	____yes	X	no
Significant deficiency(ies) identified not considered to be material weaknesses?	____yes	X	none reported
Type of auditor's report issued on compliance for major programs:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)?	____yes	X	no

Identification of major programs:

Assistance Listing Number(s)	Name of Federal Program or Cluster
Special Education Cluster	
84.027	Special Education – Grants to States

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

Auditee qualified as low-risk auditee?	X	yes	____no

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2024

Section II - Financial Statement Findings

There were no financial statement findings.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2024

Section II - Financial Statement Findings

There were no financial statement findings for the year ended June 30, 2023.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported for the year ended June 30, 2023.

Executive Summary
BSE Compliance Monitoring Review
of the
Commonwealth Charter Academy CS

PART I
SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of March 4, 2024, the Commonwealth Charter Academy CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

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

2. FILE REVIEW (Student case studies)

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

The status of compliance of the Commonwealth Charter Academy CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	171	3	146
Evaluation/Reevaluation: Process and Content	525	1	1034
Individualized Education Program: Process and Content	1046	16	538
Procedural Safeguards: Process and Content	236	2	2
TOTALS	**1978**	**22**	**1720**

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	284	18	104
Program Implementation: Special Ed Teacher Interviews	572	14	283
Program Implementation: Parent Interviews	245	40	170
TOTALS	**1101**	**72**	**557**

4. CLASSROOM OBSERVATIONS

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

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

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II
CORRECTIVE ACTION PROCESS

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

- Criteria Number
- Statements of all requirements

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

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

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

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

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

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

IEP Team Member Participation Procedure

Scope:

The LEA should provide written notice via the Invitation to Participate in the Individualized Education Program (IEP) Team Meeting or Other Meeting to the parent. This written notice will document who has been invited to attend the IEP meeting. CCA and the family can identify IEP team members who are not required to attend the IEP team meeting.

If a required team member is excused as described in 34 CFR 300.321(a)(2) through (a)(5), the case manager will provide the family with a Parental Consent to Excuse Team Members from Attending the IEP Meeting.

Procedure:

Commonwealth Charter Academy will follow IDEA regulations in documentation of IEP team members. The regulations are as follows:

1. **Identify the members of the IEP Team**

The public agency must ensure that the IEP Team for each child with a disability includes:

- The parents of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- A representative of the public agency (who has certain specific knowledge and qualifications);
- An individual who can interpret the instructional implications of evaluation results and who may also be one of the other listed members;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
    - Whenever appropriate, the child with a disability. In accordance with 34 CFR 300.321(a)(7), the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under 34 CFR 300.320(b). [34 CFR 300.321(a) and (b)(1)] [20 U.S.C. 1414(d)(1)(B)]

2. **Identify instances when an IEP Team member may not need to attend**

A member of the IEP Team described in 34 CFR 300.321(a)(2) through (a)(5) is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability

and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A member of the IEP Team described in 34 CFR 300.321(a)(2) through (a)(5) may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

- The parent, in writing, and the public agency consent to the excusal; and
- The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. [34 CFR 300.321(e)] [20 U.S.C. 1414(d)(1)(C)]

3. **Provide for inviting representatives from the Part C system**

In the case of a child who was previously served under Part C of the IDEA, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. [34 CFR 300.321(f)] [20 U.S.C. 1414(d)(1)(D)]

4. **Require that the notice inform parents of other IEP Team participants**

The notice required under 34 CFR 300.322(a)(1) (regarding an IEP meeting), among other things, must inform the parents of the provision in 34 CFR 300.321(a)(6) and (c) relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child, and 34 CFR 300.321(f) relating to the participating of the Part C service coordinator or other representatives of the Part C system at the initial IEP team meeting for a child previously served under Part C of the IDEA. [34 CFR 300.322(b)(1)]

5. **Revise requirements for when transition content must be included in an IEP meeting notice**

For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16 (14 in PA, 12 at CCA), or younger if determined appropriate by the IEP Team, the notice required under 34 CFR 300.322(a)(1) (regarding an IEP meeting), among other things, must:

- Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with 34 CFR 300.320(b) and that the agency will invite the learner; and
- Identify any other agency that will be invited to send a representative. [34 CFR 300.322(b)(2)]

IEP Invitation Timelines

- Parent/legal guardian will receive invitation to IEP or Other Meeting at least 45 calendar days before the annual review date of IEP. (45 days is a “best practice” suggestion: 10 calendar days for annual review is required.)
- IEP must be developed with the parents within **30 calendar days** after the evaluation or reevaluation report is issued

(or)

- IEP must be developed with the parents on an **annual basis** based on the annual IEP review date
- IEP must be implemented no later than **10 school days** after the parents have approved the IEP and Notice of Recommended Educational Placement (NOREP).
- **Prior to implementation** of IEP in 10 school days, the IEP must be completed and distributed to the parents, learner file, and teachers who must implement the IEP.

If Parent(s) do not approve the IEP, see Procedural Safeguards and Dispute Resolution process and timelines.

If the parent rejects the IEP and indicates the need for formal dispute, contact the Regional Director of Special Education immediately. All follow-ups must be addressed in a timely fashion.

Individualized Education Program

What is an IEP?

An "Individualized Education Program" (IEP) is a written plan that describes the unique needs of a learner who is eligible for special education and explains the specific services that the school will give the learner. An IEP can be of any length and can contain any amount of information. However, what is really important is the information in the IEP needs to be useful to parents and school staff in guiding the learner's educational program so the learner can make meaningful educational progress.

The IEP lists special education, related services, and other supports the learner needs to make meaningful progress in school. The IEP should explain when the services will begin, and how frequently and for how long they will be given (for example, two half-hour sessions of physical therapy every week). The IEP must also state where the services will be provided (for example, in a regular or special education classroom or a special school), and tell what special training and equipment will be given to the school staff (teachers and aides) who work with the learner. The IEP also tells how much of the school day the learner will spend with classmates who do not have disabilities.

Who Develops an IEP?

The IEP is developed by a team of people, including the parents. Learners must be given all of the special education, related services, and other supports listed in the IEP. The IEP is the "contract" between the parent and learner and the school for the services a learner needs to make progress. If the school does not follow the IEP, a parent can file a complaint with Pennsylvania's Bureau of Special Education (BSE).

The IEP Team must include:

a. The learner's parents,
b. At least one special education teacher
c. At least one regular education teacher (if the learner is, or may be, in any regular education classes),
d. An LEA (a school official qualified to provide or supervise specially designed instruction, who knows about the school's resources, and who is familiar with the general education curriculum (usually this is the principal, assistant principal, special education supervisor, regional director of special education or designee
e. An individual who can interpret the learner's evaluations (this does not have to be a separate person, so the learner's case manager could fill this role – if it is a separate person, it is usually the school psychologist),
f. The learner, when appropriate. (The learner must be invited to the meeting if postsecondary goals and transition needs are discussed at the meeting. This

is required if the learner will be 14 (CCA plans starting at age 12) during the course of an IEP. If transition needs are not going to be discussed, then it is up to the parent to decide whether the learner should attend the meeting.)

Who Else May Attend an IEP Meeting?

While the people listed above must attend IEP meetings (unless they are excused by the parent), other people can come to the meetings. The IEP Team can include anyone the parent or the school believes has knowledge or expertise about the learner. This means that a parent can invite an advocate (either a lawyer or a non-lawyer. If a parent elects to bring an attorney to an IEP meeting, CCA may choose to reconvene the meeting at a time when CCA's attorney is available to attend the IEP meeting). In addition, the school or the parent can ask an occupational therapist (OT), physical therapist (PT), or speech therapist who is working with the learner to attend the IEP meeting.

A parent can agree in writing to excuse one (or more) of the IEP Team members listed above. If the IEP Team member's area of expertise will not be discussed at the meeting, then the parent and school may sign an agreement that the Team member can miss the meeting. If the team member's area of expertise is going to be discussed at the IEP meeting, before that team member can miss the meeting: (1) a parent must agree in writing and (2) the team member must give the parent and IEP team written input about the learner before the IEP meeting.

Parent Attendance is Crucial

The law places great emphasis on parents' participation in the IEP Team meeting. The school must take steps to get one or both of the learner's parents to attend the IEP meeting. That means the school must notify both parents of the meeting early enough so that they can attend, and schedule the meeting at a time and place that is convenient. The notice of the meeting must tell the parent the time, date, location, and purpose of the meeting. The Invitation to Participate in the Individualized Education Program (IEP) Team Meeting or Other Meeting form also informs the parent that one can bring other people to the meeting who have knowledge or expertise regarding the learner.

There are times when an interpreter is needed for parents with deafness or parents whose native language is not English. The parents Special Education Teacher know as soon as possible that an interpreter is needed for the IEP Team meeting. If the parents cannot attend the meeting via Zoom, the school must offer the family other ways of participating in the meeting, including conference calls. If the family does not participate, the school can hold the meeting without the parent – but it must keep a detailed record of its efforts to get the parent to attend. These efforts should include three invitations and a phone call home

at the start of the meeting. All attempts should be documented on the front page of the IEP.

IEP Team Meeting

CCA provides parents a draft IEP 10 days prior to the IEP meeting; however, the IEP is a working document and must include the parents' input. When the IEP is finished, it should reflect the information discussed and decided by the IEP Team at the meeting. During the meeting, the IEP team must consider the learner's strengths, the parents' concerns for enhancing the education of their child, the results of the most recent evaluation, and the learner's academic, developmental, and functional needs in determining what services and placement are appropriate for the learner.

IEP Signature Page: It is important to ask everyone who attended the team meeting to sign the IEP signature page. By signing the IEP signature page, it only shows who attended the meeting. It does not mean that one agrees with the IEP.

Audio Recording of IEP Meetings: Audio recording of IEP meetings is permissible but there is no express right to record. However, the LEA cannot have blanket prohibition denying audio recording. This is inappropriate under Law. Neither IDEA nor any other law provides a parent with an absolute right to record meetings. The "Parent Participation" provision, of the IDEA, found within 34 CFR 300.322(e), provides that "[t]he public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English." Section 504 and the ADA also require that individuals with disabilities be afforded reasonable accommodations for their disabilities.

Under all three laws, however, it is the District's right and responsibility to determine what accommodations are appropriate. However, while there are circumstances under the ADA, Section 504, and the IDEA where accommodations must be made to ensure full participation by parents in special education meetings, public schools and intermediate units may reserve audio and video recording of such meetings as an accommodation of last resort, to be used only where there are no other appropriate accommodations. Rarely is permitting recording of a meeting the only viable accommodation available. If a parent wishes to audio record any meeting, contact the Director of Compliance and Training for guidance. Written request to record a meeting should be given at least 5 days prior to the meeting.

Components of the IEP

The Pennsylvania Department of Education's Bureau of Special Education has developed an annotated IEP form to help individuals understand the contents of the document. This document can be found by accessing: PATTAN Link

An IEP can be of any length and can contain any amount of information. However, what is really important is the information in the IEP needs to be useful to parents and school staff in guiding the learner's educational program so that the learner can make meaningful educational progress.

The following is a breakdown of the various sections of an Individualized Education Plan (IEP).

IEP: Section I - Special Considerations

In the first section of the IEP, the IEP team must ask whether the learner is blind or visually impaired, deaf or hearing impaired, if the learner has needs in the areas of communication, if the learner needs assistive technology (AT) devices and/or services, if the learner has limited English proficiency, or if the learner has behaviors that get in the way of his/her learning or that of others. The Team should keep these "special considerations" in mind when it writes the learner's IEP. PDE's annotated IEP form explains these considerations in detail.

a. Deaf or Hard of Hearing – IEP team must complete a communication plan (Input statement from IEP)
b. Assistive technology includes devices or special equipment that improve the learner's functional or communication skills. Assistive technology services may include help in determining the need for a specific service (usually through the SETT process) and training for the learner, school staff, and possibly the learner's family on how to use the device.
c. Behavior that impedes the learner's learning or the learning of others – a FBA must be completed
d. Positive Behavior Supports (PBS) addresses a learner's behavior. These strategies must reflect individual learner's needs and be based on positive – not punitive approaches. This could mean that behavior goals and support services are included in sections 5 and 6 of the IEP. Or, the IEP Team might write a positive behavior support plan as part of the IEP. Defensible behavior plans are developed following the completion of a functional behavior assessment (FBA) – [See section on Discipline and Behavior Support]

IEP: Section II - Present Levels of Academic Achievement & Functional Performance

The second section of the IEP contains information on the learner's present levels of academic achievement and functional performance (including social and daily living skills). It is important for this section to be completed because knowing where the learner is currently helps the Team decide where the learner should be going – meaning what goals should be written for the learner. This section should include the learner's strengths and needs, both academic and functional. It also needs to include the learner's present levels related to current postsecondary transition goals (such as results of vocational evaluations, career surveys, etc.). Information from any Functional Behavioral Assessment (FBA) should also be part of this section. This section should include information on how the learner's disability affects involvement and progress in the general education curriculum. Furthermore, with passage of Chapter 14, other specific questions need to be answered specific to the disability category of a learner.

IEP: Section III - Transition Services

The third section of the IEP lists the learner's postsecondary goals (these are goals for life after high school) and the transition services that the school will give the learner to help reach those goals. The point of "transition planning" is to build a bridge between school programs and the opportunities of adult life, including higher education, employment, independent living and community participation, and to make sure the learner is being prepared for life beyond high school. This section must be filled out for all learners who are age 14 or older during the school year that the IEP will cover. The school and parent can agree to fill this section out earlier if that is appropriate for the learner. Questions to ask include:

What academic and other skills will the learner need for adult living?

Are the needed skills being taught?

What does the IEP Team think should be the learner's measurable postsecondary goals related to training, education, employment, and, where appropriate, independent living skills?

Are these goals based on age-appropriate transition assessments and the learner's own preferences? If not, why not?

What transition services (including courses of study) are needed to help the learner achieve the transition goals?

IEP: Section IV - Participation in State and Local Assessments

In the fourth section of the IEP, the IEP Team decides whether the learner can participate in statewide (the Pennsylvania System of School Assessment or PSSA) and districtwide (local) achievement testing and whether the learner needs testing accommodations. A list

of allowable accommodations can be found on PDE's website at https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx

If the Team decides that the learner has such significant cognitive abilities that taking the PSSA would not be appropriate, the learner will take the Pennsylvania Alternative System of Assessment or PASA test. The Team's decision to have a learner take the PASA instead of the PSSA must be explained in the IEP. Please refer to the PASA website for detailed information: www.education.pa.gov Specific criteria for determining "who is the PASA for?" can be found here https://www.education.pa.gov/K-12/Special%20Education/Assessments/Pages/Pennsylvania-Alternate-System-of-Assessment-(PASA).aspx

NOTE: The decisions to assign a learner to PASA must be made in collaboration with a special education administrator. If the team believes this could be an issue for a given learner, it should discuss this prior to the IEP meeting. If it comes up during the IEP meeting, the team needs to defer that decision until the team has reviewed it with your school's special education administrators. When it is decided that a learner qualifies for PASA, the team is required to do short-term objectives for each IEP goal, it is therefore important to be prepared to write these objectives if there is any question that the learner qualifies for the PASA.

In order to help school districts, charter schools and cyber charter schools prepare their learners for statewide assessments, the Pennsylvania Department of Education has developed "alternate eligible content." Alternate eligible content tell schools which parts of the state standards are most important for learners to learn. The assessment anchors are also helpful because they explain what learners are expected to learn in simpler terms than the state "standards" and include helpful examples on what to teach the learners and how. For more information on assessment anchors and to get a copy of the Department's alternate eligible content or Alternative Eligible Content

IEP: Section V - Goals & Objectives

The fifth section of the IEP lists the measurable annual goals. Measurable annual goals are at the core of a learner's individualized education program. Measurable annual goals must provide a clear description of the skills the learner needs in order to access, participate, and make progress in the general educational curriculum. The goals must relate directly to the areas of need identified in the Present Levels of Academic Achievement and Functional Performance section of the IEP.

Areas of need are determined by analyzing multiple sources of information, including evaluations, classroom-based assessments, learner observations, and input from parents. A well-written measurable annual goal contains four parts: condition, learner name, clearly defined behavior, and performance criteria.

Condition – The condition describes the situation in which the learner will perform the behavior. Examples: Given visual cues, during independent practice in math, using a self-monitoring checklist, using passages from content area classes, given a writing prompt, etc.

Learner's Name – Include learner's first name in the goal. Example: Tyler

Clearly Defined Behavior – This portion of a well-written goal specifically describes the target behavior in measurable and observable terms, using action verbs to state what the learner will do. Use of vague terms (such as understand, recognize, discover) that cannot be observed directly or counted should not be used. Examples: locate, name, rank, select, point to, solve, analyze, create, etc.

Performance Criteria – There are three distinct components that must be included in the performance criteria of each annual goal:

Criterion level: Indicates the performance level the learner must demonstrate.

Number: Indicate the number of times behavior must be performed at criterion level to reach mastery.

Evaluation Schedule/Method: Indicate how frequently the learner will be assessed and the method of assessment.

Examples of Effective Measurable Annual Goals

- Given a three-minute writing prompt and use of a computer with word prediction software, Emily will create a paragraph addressing the topic of the prompt, containing at least three complete sentences, with no more than two grammatical errors, on four out of five consecutive weekly probes.
- Given a choice of three known items at various intervals during the day, Nasir will indicate his preference by signing, then taking the preferred item, with one or fewer prompts, on four out of five opportunities on three out of four consecutive days.
- Using a visual schedule, Ben will shift from one school task or activity to the next throughout the school day, independently without verbal outbursts, 80 percent of opportunities, daily for two consecutive weeks.

These are NOT measurable goals:

- Bobby will improve his reading this year.
- Jane will not act out in class.

The learner's goals should be designed in a way so the learner's needs can be met allowing one to make progress and be involved in the general education curriculum. The "general education curriculum" means the curriculum that your school follows for all learners at a learner's grade level. A good overview of goals can be accessed through the SAS (State

Aligned System) system. More information on SAS can be found at www.pdesas.org. Learners with disabilities should be taught what all other learners at their grade level are taught unless there is a good, disability-based reason why they should be taught at a different level. The school cannot refuse to include the learner in the general curriculum solely because the general education curriculum would need to be modified for the learner.

Short-Term Objectives

As previously mentioned, for learners who take the PASA or another alternative assessment test, the law requires the IEP includes short-term objectives in addition to annual goals. The short-term objectives break down the yearly goals into small bites about what the learner is expected to learn during the school year to achieve the annual goals. Short-term learning outcomes are also required for learners who are gifted. Short-term objectives are not required for other learners, but the IEP team can choose to include them.

Example: Given visual and physical prompts when asked to copy simple lines and shapes, Emma will stay within one-inch accuracy five out of five times within one week for three consecutive weeks.

How and When Progress Will Be Reported

The IEP team must decide *how* the annual goals will be measured. Goals can be measured through formal or informal assessment tools such as checklists, math or reading probes, rubrics, etc. The IEP team must then decide *when* the progress on those annual goals will be reported to parents. This reporting must be done at least concurrent with the issuance of report cards through quarterly and other periodic reports, such as addenda to report cards, special progress reporting instruments, duplicated copies of the goals and objectives page of the IEP, documented phone conferences with parents, or other means decided by the IEP team.

IEP: Section VI - Special Education, Related Services, Supplementary Aids & Services, Program Modifications

The sixth section of the IEP lists the modifications and supports the learner needs to receive an appropriate education. This is one of the most important parts of the IEP because it must indicate exactly what school personnel will do to help the individual learner learn. The IEP Team should ask: What specialized instruction, methods, and strategies will be used by the school this year to help the learner advance toward reaching his/her IEP goals, be involved and make progress in general education curriculum, and

participate in extracurricular and nonacademic activities? This section should state what specially designed instruction (SDI), supports, and services the school will provide to the learner.

In general, the schools have the right to pick the instructional approach and method that will be used to teach learners. But, special education law requires that special education, related services, and supplementary aids and services (supports the learner needs to be successful in a regular or special education classroom) included in the IEP be "based on peer-reviewed research to the extent practicable." This means that if there are strategies that research studies show are successful in helping learners with similar learning needs learn successfully, those strategies must be included in the learner's IEP – instead of approaches that do not have a proven track record of success. For more information on research-based practices and effective instruction, visit the Pennsylvania Training and Technical Assistance Network's website at www.pattan.net.

It is important that the IEP team develop specially designed instruction from the assessment information for a particular learner in consideration of the learner's specific needs and the PA academic standards. IEP teams should be careful to not offer too few or too many modifications or accommodations as either extreme can have a negative impact on the learner's education.

[See section on Adaptations and section on Supplementary Aids & Services]

Related Services: Section six of the IEP also lists the related services the learner will receive. Related services are support services that will help the learner benefit from his/her special education program. Examples of related services a learner can receive include therapies (speech, physical, occupational, or psychological therapy), interpreting services for learners who are deaf, parent training and counseling, and school health services (such as school nurse services).

The IEP must tell you how often these services will be provided and how long each session will last. (For instance, instead of just stating "speech therapy," an IEP should state: "Johnny will receive two 30-minute sessions of individual speech therapy per week.") These services are determined by the IEP Team. The related service provider should participate in the IEP Team meeting. PDE's annotated IEP also lists examples of related services. Changes to related services should not be made without documented input by service provider or representative or service provider.

Case managers and LEAs should not make such changes unilaterally and when changes are made, such changes must be documented by NOREP.

Supports for School Personnel: The sixth section of the IEP also tells what help the school will give to the staff who will be teaching the learner. Staff may need support

include administrators, regular education teachers, special education teachers, related service providers, bus drivers, and paraprofessionals (such as aides). Questions the IEP Team should ask include: Does the staff require special training to work with the learner? Is a special education teacher needed to help the regular education teacher modify the curriculum or to provide extra support to the learner in the regular education classroom?

Extended School Year: Section six of the IEP also addresses whether the learner is eligible for extended school year services. All learners with a disability must be considered for ESY as part of their annual IEP meeting. [See ESY Section for Detailed information]

IEP: Section VII - Educational Placement

The final two sections of the IEP (Sections 7 and 8) explain where the learner will receive services. It is the responsibility of each public agency to ensure that to the maximum extent appropriate learner with disabilities, including those in public or private institutions or other care facilities are educated with learners who are not disabled. Special classes, separate schooling or other removal of learners with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

The IEP must tell you if the learner will be included in regular education classes and activities and, if so, for how much of the school day. At CCA, the educational program for ALL learners is presented in an asynchronous manner. All learners are given the opportunity to select the level of support they need to be successful in their educational program and courses. Each course will offer guided/live instruction at a specified time. The learner is not required to attend any guided/live session unless they determine it is helpful for the progress in the general education curriculum. In order to provide related services to learners who qualify, the IEP team will discuss the delivery methods and times for each learner as to not interfere with any learner's decision to attend a guided/live session with a teacher. Parents may choose what works best for their learner's needs. If the IEP team determines related services will be provided outside of what is deemed a "normal school day", the IEP will reflect the choice of the parent to receive related services for their learner when it best fits the learners need. Should scheduling conflicts arise during the school year, the parent will work with the special education teacher to resolve any issues and revise the IEP if needed.

The IEP Team must begin by deciding if the learner can make progress in a regular class with supplementary aids and services. The Team must then decide what amount and type of special education support the learner needs. The "amount" of special education support tells the team the total amount of time in a typical school day that the learner receives special education supports from special education professional staff.

The following terms are used to communicate the amount of special education support:

- Itinerant support: special education support provided for 20% or less each day
- Supplemental support: special education supports provided for more than 20% of the day but less than 80% of the day)
- Full-time support: support provided for 80% or more of the day

The "type" of support listed in the IEP tells the learner's most important learning needs – to learn academic skills (learning support), to control behaviors (emotional support), to acquire basic living skills (life skills), etc.

The "location" of the program is also found in this section of the IEP. If the learner will not be in the home school, the IEP must explain why the learner's needs cannot be met in that school. Remember that preapproval from the Vice Provost of Special Education MUST be obtained prior to placing the learner outside of their neighborhood school.

IEP: Section VIII - PennData Reporting

PennData Reporting: Section 8, the final section of the IEP, contains information that the state uses to track whether school districts are placing learners with disabilities in programs with learners who are not disabled, as opposed to separate special education programs. The IEP Team must determine how much time a learner with a disability is being educated in a regular education classroom. For the purposes of PennData calculations for CCA learners, the number of instructional hours will be used.

- 5 hours per day for learners in grades K-6
- 5.5 hours per day for learners in grades 7-12

Learners receiving supplemental support, CCA calculates a value of .75 hours or 45 minutes per class.

Related services delivery will be discussed and decided with parents as an IEP team decision. Due to the flexibility of CCA's programming, most parents choose to have their learner receive related services when it works best for the learner's schedule. If the parent chooses for their learner to miss a guided or live instruction opportunity to receive their related service, the Penn Data calculations will reflect the time.

Key Information about IEPs:

- An IEP must be in place for each learner receiving special education services at the beginning of each school year. If a learner has just been evaluated for the first time, an IEP Team meeting must be held within 30 calendar days of the date listed on the Evaluation Report. The law requires the school to give the parent 10 calendar days to review the Evaluation Report before this first

IEP meeting, but parents can choose to waive (give up) this right in writing and to have the meeting sooner. This should be a rare occurrence rather than practice.

- After the IEP has been finalized, the school must give the parents a free copy of the IEP along with a form called a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)*. The NOREP/PWN form asks the parents to say (in writing) whether they approve the IEP. If the IEP Team has just written the learner's first IEP, special education services cannot start unless the parent approves the IEP in writing on the NOREP/PWN. For later IEPs, the new IEP can start if the parent returns a signed NOREP/PWN that has the "I approve" box checked or if the parent does not return the NOREP at all within 10 calendar days.
- When the IEP is approved, the school must explain to its staff their responsibilities and the specific supports, modifications, and accommodations that they must give the learner under the IEP. The IEP document itself must also be available for the staff to review.
- Staff includes: the learner's regular and special education teachers, his/her related services providers, and any other person who is responsible for following the IEP. Don't assume that all the people who are working with the learner have access to the most recent copy of the learner's IEP. The IEP case manager needs to check with all educators, therapists, and anyone else who may have a role to play, to make sure that they have a copy of the learner's most recent IEP.
- A learner in any public school must be given the services in his/her IEP (at the location listed on the IEP) no later than 10 school days after the IEP is completed.
- The IEP team must meet at least once every year to review and revise the IEP based on: the learner's progress on his/her annual goals, the learner's progress in the general education curriculum, any reevaluations that have been done, and parent or teacher concerns.
- If the parent agrees, the IEP can also be amended (changed) between the yearly meetings without holding an IEP Team meeting. The IEP amendment must be in writing. The school must tell all of the IEP Team members about the change.
- While the school must make sure the IEP Team meets every year, parents or school staff have the right to ask for more frequent IEP Team meetings. The law does not limit the number of IEP meetings the parents can request.

CCA utilizes IEP writer for IEP and 504 document creation and learner file storage. Please use the links below for additional support on how to use IEP Writer

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: **Commonwealth Charter Academy CS**

Chief Executive Officer: **Mr. Thomas Longenecker**

Special Education Director/Coordinator: **Michelle Orcutt**

BSE Special Education Adviser: **John Gombocz**

Date of Report: **May 08, 2025**

Date Final Report Sent to LEA: **May 07, 2024**

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: **May 20, 2024**

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.			
Y						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 update their procedures for ESY to include the required information in student files that includes timelines for ESY determinations. Evidence of change: The LEA will submit the updated procedures to the Adviser as evidence of corrective action. The Adviser will also do a review of additional files.	05/07/2025 LEA IU PaTTAN BSE	04/29/2025
	N					13. **FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**	The LEA will submit an assurance statement regarding the related service of psychological counseling to the Adviser. Evidence of change: The LEA will submit the statement to the Adviser as evidence of corrective action.	05/07/2025 LEA IU PaTTAN BSE	04/29/2025

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						15. **FSA-PARENT TRAINING** **Standard:** Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			
					3	Always			
					4	Sometimes			
					1	Rarely			
					2	Never			
					2	Don't Know			
					0	Does not Apply			
						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.			
					4	Always			
					1	Sometimes			
					1	Rarely			
					2	Never			
					3	Don't Know			
					1	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)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
12	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
12	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	1	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	2	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
10	0	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
17	2	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						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	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					17. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will implement an improvement plan to address trending towards the statewide average for the identification rate of students with disabilities. Evidence of change: The LEA will submit an improvement plan by 11/1/24.	05/07/2025 LEA IU PaTTAN BSE	01/27/2025
Y						17A. **FSA-PUBLIC SCHOOL ENROLLMENT**			
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.			
Y						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.			
						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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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.			
					4	Always			
					2	Sometimes			
					0	Rarely			
					3	Never			
					1	Don't Know			
					2	Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					6	Always			
					2	Sometimes			
					1	Rarely			
					3	Never			
					0	Don't Know			
					0	Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					5	Always			
					3	Sometimes			
					0	Rarely			
					4	Never			
					0	Don't Know			
					0	Does not Apply			
						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.			
					8	Always			
					3	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
12	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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
12	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
12	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?			
12	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
11	0	1				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?			
11	1	0				GE 80. Is the student making progress within the general education curriculum?			
11	1	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b. If yes, in what ways? Gives opportunity to hone in important adult life skills, problem solving in real world, dabble in interests may want to pursue in adult life. Loves hands on activities. Academically Academic progress. Proficient with standards. Does well, being with peers, language immersion. Discussions and real life connections that are student led. Being with peers. Has gained confidence. Loves to participate and be challenged as well as challenge others. Academics, participation. Getting support needed in order to be successful and learning new concepts.			
0	0	11				GE 80c. If no, what does this student need that he/she is not receiving in your class? Due to overdue lessons and lack of participation, cannot make a determination as to whether they are getting what they need.			
12	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
12	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	12				GE 85b. If no, what training or support would assist you?			
12	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
15	0	4				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
11	1	7				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
5	5	9				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	14				SE 95c. If yes, what reasons were discussed for recommending removal? Based on academic need. Need based classes. Based on need. Data and progress. To be able to get student needed supports.			
0	0	14				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on Penn Data, class time. Progress, teacher input. Need Need Based on the classwork and programming.			
12	0	7				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
19	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
19	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
17	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
14	0	5				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
17	2	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
18	1	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						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 implement an improvement plan to address trending towards SPP targets for graduation rates of students with disabilities. Evidence of change: The LEA will submit an improvement plan by 11/1/24.	05/07/2025 LEA IU PaTTAN BSE	11/01/2024
	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 implement an improvement plan to address trending towards SPP targets for dropout rates of students with disabilities. Evidence of change: The LEA will submit an improvement plan by 11/1/24.	05/07/2025 LEA IU PaTTAN BSE	11/01/2024
Y						8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	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 implement an improvement plan to address meeting the SPP target for participation rates for students with disabilities. Evidence of change: The LEA will submit an improvement plan by 11/1/24.	05/07/2025 LEA IU PaTTAN BSE	11/01/2024
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	19				FR 153. PTE-Consent Form is present in the student file			
1	0	19				FR 154. Demographic data			
1	0	19				FR 155. Reason(s) for referral for evaluation			
1	0	19				FR 156. Proposed types of tests and assessments			
1	0	19				FR 157. Contact person's name and contact information			
1	0	19				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	19				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
14	0	6				FR 194. PTRE-Consent Form is present in the student file			
14	0	6				FR 195. Demographic data			
14	0	6				FR 196. Reason for reevaluation			
14	0	6				FR 197. Types of assessment tools, tests and procedures to be used			
14	0	6				FR 198. Contact person's name and contact information			
14	0	6				FR 199. Parent has selected a consent option			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
14	0	6				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	20				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	20				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	20				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	20				FR 204. Contact person's name and contact information			
0	0	20				FR 205. Parent has selected a consent option			
0	0	20				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	19				FR 160. ER is present in the student file			
1	0	19				FR 161. Evaluation was completed within timelines			
1	0	19				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	19				FR 163. Demographic data			
1	0	19				FR 164. Date report was provided to parent			
1	0	19				FR 165. Reason(s) for referral			
1	0	19				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	19				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	19				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	19				FR 169. Recommendations by teachers			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	19				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	19				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	19				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	19				FR 173. Lack of appropriate instruction in reading			
1	0	19				FR 174. Lack of appropriate instruction in math			
1	0	19				FR 175. Limited English proficiency			
1	0	19				FR 176. Present levels of academic achievement			
1	0	19				FR 177. Present levels of functional performance			
1	0	19				FR 178. Behavioral information			
1	0	19				FR 179. Conclusions			
1	0	19				FR 180. Disability Category			
1	0	19				FR 181. Recommendations for consideration by the IEP team			
1	0	19				FR 182. Evaluation Team Participants documented			
0	0	20				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	20				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	20				FR 185. Indication of process(es) used to determine eligibility			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	20				FR 186. Instructional strategies used and student-centered data collected			
0	0	20				FR 187. Educationally relevant medical findings, if any			
0	0	20				FR 188. Effects of the student's environment, culture, or economic background			
0	0	20				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	20				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	20				FR 191. Observation in the student's learning environment			
0	0	20				FR 192. Other data if needed			
0	0	20				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
19	0	1				FR 207. RR is present in the student file			
18	1	1			5%	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 issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
18	1	1			5%	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)	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
19	0	1				FR 210. Demographic data			
19	0	1				FR 211. Date IEP team reviewed existing evaluation data			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
19	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
19	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
19	0	1				FR 214. Aptitude and achievement tests			
19	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
19	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
19	0	1				FR 217. Teacher recommendations			
19	0	1				FR 218. Lack of appropriate instruction in reading			
19	0	1				FR 219. Lack of appropriate instruction in math			
19	0	1				FR 220. Limited English proficiency			
19	0	1				FR 221. Conclusion regarding need for additional data is indicated			
5	0	15				FR 222. Reasons additional data are not needed are included			
19	0	1				FR 223. Determination whether the child has a disability and requires special education			
19	0	1				FR 224. Disability category(ies)			
19	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
19	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
19	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
14	0	6				FR 228. Interpretation of additional data			
5	0	15				FR 229. Documentation that the student does not achieve adequately for age, etc.			
5	0	15				FR 230. Indication of process(es) used to determine eligibility			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	15				FR 231. Instructional strategies used and student-centered data collected			
5	0	15				FR 232. Educationally relevant medical findings, if any			
5	0	15				FR 233. Effects of the student's environment, culture, or economic background			
5	0	15				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
5	0	15				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
5	0	15				FR 236. Observation in the student's learning environment			
5	0	15				FR 237. Other data if needed			
5	0	15				FR 238. Statement for all 6 items			
18	1	1			5%	FR 239. Documentation of Evaluation Team Participants	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
5	0	15				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	2	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
9	0	3	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	1	3	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	8	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	11	1	0			P 51.	Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	12	0			P 52.	If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	12	0			P 53.	Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	16				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)				
20	0	0				FR 241.	Invitation is present in the student file			
20	0	0				FR 242.	Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
20	0	0				FR 243.	Demographic data			
20	0	0				FR 244.	Purpose(s) of the meeting			
11	1	8			8%	FR 245.	Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
11	0	9				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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	1	8			8%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
20	0	0				FR 248. Invited IEP team members			
20	0	0				FR 249. Date/time/location of meeting			
20	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)			
0	0	20				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	20				FR 252. Demographic data			
0	0	20				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	20				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	20				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
20	0	0				FR 257. IEP 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
18	1	1			5%	FR 258. IEP was completed within timelines	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
20	0	0				FR 259. Demographic data			
20	0	0				FR 260. IEP implementation date			
20	0	0				FR 261. Anticipated duration of services and programs			
2	0	18				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)			
20	0	0				FR 263. Parents			
11	1	8			8%	FR 264. Student	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
15	4	1			21%	FR 265. General Education Teacher	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
20	0	0				FR 266. Special Education Teacher			
20	0	0				FR 267. Local Education Agency Representative			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	5	10			50%	FR 270. Community Agency Representative			
0	0	20				FR 271. Teacher of the Gifted			
0	0	20				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			
20	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
1	0	19				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			
1	1	18			50%	FR 275. If the student is deaf or hard of hearing, a communication plan	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
12	1	7			8%	FR 276. If the student has communication needs, needs must be addressed in the IEP	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
11	0	9				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
1	0	19				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	17			33%	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 issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
9	0	11				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)			
20	0	0				FR 281. Student's present levels of academic achievement			
20	0	0				FR 282. Student's present levels of functional performance			
13	1	6			7%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
20	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
20	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
20	0	0				FR 286. Strengths			
20	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	3	8			25%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
12	0	8				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
10	1	9			9%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
12	0	8				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
12	0	8				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
12	0	8				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
12	0	8				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
20	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)			
13	0	7				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	16				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	16				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
4	0	16				FR 297. If the student will participate in the PASA, how student's performance will be documented			
20	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
19	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	20				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	20				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)			
20	0	0				FR 302. Measurable Annual Goals			
20	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
20	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
19	1	0			5%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
5	0	15				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
20	0	0				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
18	0	2				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			
20	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	20				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			
19	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
15	0	5				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
20	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			
15	0	5				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	20				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
20	0	0				FR 316. A conclusion regarding student eligibility for ESY			
20	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	14				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			
6	0	14				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
20	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			
20	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			
20	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
20	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
20	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
20	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
9	0	11				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
20	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
11	1	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
9	3	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	1	1	1			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	8	1			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
11	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
8	3	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	9	0			P 32b. If no, what training or support would assist you? Learned on my own. More info on parent trainings. Not sure - teachers keep parent informed.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0	1			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
11	1	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	2	1	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
11	0	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	12	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	12	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		9	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
					1	b. held at an inconvenient time			
					1	c. not enough notice given			
					1	g. other			
8	2	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	6	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	8				GE 76. Were those recommendations considered by the IEP team?			
12	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
6	2	4				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	2	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	4	0			P 41.	Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
11	0	1				GE 81.	Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
12	0	0				GE 82.	Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
12	0	0				GE 83.	Is the current IEP appropriate to meet this student's educational needs?			
19	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?			
19	0	0				SE 102.	Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
19	0	0				SE 103.	Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
14	1	4				SE 104.	If appropriate, are the student's annual goals based on functional performance?			
19	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?			
18	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?			
19	0	0				SE 108.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
18	0	1				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?			
17	2	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
14	0	5				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	5				SE 117b. If yes, in what ways? Collaboration with peers, closer to curriculum, socialization, increasing self esteem, post secondary goals and training. Being with peers. Social opportunities, engage in common learning environments with peers. Staying up to date, interacting with staff, self-sufficient learner. Access to the curriculum. Small group settings. Provide student transition - exposure and same age peers. Benefits around same age peers. Benefits from being around peers who are non-disabled. More independence, teachers make things easier. Interaction with non-disabled peers. Doing well academically, doing well with submitting work. Getting the same curriculum as peers. Access to grade level curriculum; extra support when needed and interacting with peers.			
0	0	19				SE 117c. If no, what does this student need that he/she is not receiving?			
19	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
10	0	0	2			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?			
12	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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
					11	Always			
					0	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					9	Always			
					2	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			
11	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
11	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
12	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?			
4	0	8				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?			
1	3	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	11				GE 79c. If yes, what reasons were discussed for recommending removal? Based on need.			
0	0	11				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Supports provided outside of general education time in school day.			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	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?			
1	0	11				GE 84.	If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
11	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?			
19	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?			
19	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?			
19	0	0				SE 110.	Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
19	0	0				SE 111.	If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
14	0	5				SE 113.	If required, were the testing accommodations included in this student's current IEP implemented?			
19	0	0				SE 114.	Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
19	0	0				SE 120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)				
3	0	9	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?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	1	0	0			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
11	1	0	0			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			
11	1	0	0			P 45.	Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	12	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?			
4	1	5	2			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
18	0	1				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
6	0	13				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	19				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	19				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	19				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	19				SE 122d.	Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	19				SE 122e.	If yes, are needed supplementary aids and services being provided to this student?			
0	0	19				SE 122f.	Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
6	0	5	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
10	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?			
4	6	0	2			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	8	0			P 50c. If yes, what reasons were discussed for recommending removal? Because of needs. Meet needs, developmentally appropriate. Data and need. Needs			
0	0	8	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Based on need. Dependent on subject/topic. Progress As much as needed to get information.			
10	0	1	1			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?			
4	0	5	3			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	8	0			P 50g. If yes, in what ways? Teacher support. Needs specific supports, learning at level, teachers understand needs and work with student. Same opportunity as other students, extra assistance by staff. Benefits from exposure, modifications help student be successful.			
0	0	12	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4	Always			
					1	Sometimes			
					1	Rarely			
					0	Never			
					1	Don't Know			
					5	Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					8	Always			
					3	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	9				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	9				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)			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					10	Always			
					0	Sometimes			
					2	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
20	0	0				FR 328. NOREP/PWN is present in the student file			
20	0	0				FR 329. Demographic data			
		1	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1	a. modifications			
					1	b. progress reports			
					1	c. staff-aide ratios			
					5	d. staff's knowledge, training			
					3	e. instructional materials			
					5	g. staff open to suggestions, good communication			
					3	h. follow the IEP			
					4	i. support services			
					1	j. student ratios			
					6	k. staff's understanding and attitude			
					1	n. other			
		9	0			P 67. Tell me anything you would like to change about the program.			
					1	a. modifications			
					1	i. support services			
					2	n. other			
20	0	0				FR 330. Type of action taken			
20	0	0				FR 331. A description of the action proposed or refused by the LEA			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					1	a. Very strongly agree			
					2	b. Strongly agree			
					6	c. Agree			
					3	d. Disagree			
						P 69. Additional comments about your child's program.			
20	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
20	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
19	0	0				SE 101. Do you hold the required certification to implement this student's program?			
19	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
20	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
20	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
0	0	19				SE 101b. If no, what training or support would assist you?			
20	0	0				FR 336. Educational placement recommended (including amount and type)			
20	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
19	1	0			5%	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.)	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
17	1	2			6%	FR 339. Parent has selected a consent option	The LEA will issue a memorandum to all relevant staff to include the mandated information in student documents. Evidence of change: The LEA will provide a copy of the memorandum to the Adviser as evidence of corrective action. The Adviser will do a review of files to verify compliance.	05/07/2025 LEA IU PaTTAN BSE	05/07/2025
20	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
2	0	10	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?			
					9 0 1 1 0 1	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 8: Other Non-compliance Issues			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 9: Other Improvement Plan Issues			
						FSA 19A Teacher Survey Results	The LEA will implement an improvement plan to train staff on augmentative communication, modified curriculum and differentiated instruction. Evidence of change: The LEA will submit an improvement plan by 11/1/24.	11/01/2024 LEA IU PaTTAN BSE	11/01/2024
						FSA 19A Teacher Survey Results Improvement Plan	The LEA will implement an improvement plan to train staff on augmentative communication, modified curriculum and differentiated instruction. Through our robust professional development offerings and K-12 school wide professional development days in January 2025 and April 2025, staff will be trained on: 1- Augmentative communication 2- Modified curriculum 3- Personalized instruction Evidence of change: The LEA will provide to the Adviser training materials and sign in sheets as evidence of corrective action. The due date for the improvement plan is 11/1/2025.	11/01/2025 LEA IU PaTTAN BSE	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 6 Graduation Rate Improvement Plan	The LEA will implement an improvement plan to address trending towards SPP targets for graduation rates of students with disabilities. Since 2021, CCA has been part of the SSIP cohort to work alongside Dr. Laura Moran to increase our graduation rates for learners with disabilities. Over the past 4 years, the graduation rate for learners with disabilities has increased to 69.2%. Each quarter, team members review attendance and course data with a specific focus on HS learners with IEPs to develop additional levels of support for each learner's graduation plans. Weekly data is analyzed for learners with IEP's and revision meetings held when learners are not making adequate progress in their courses or are starting to accumulate absences. Evidence of change: The LEA will provide quarterly SSIP data collected to the Adviser to increase rates of graduation for students with disabilities as evidence of corrective action. The due date for the improvement plan is 11/1/2025.	11/01/2025 LEA IU PaTTAN BSE	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 7 Drop Out Rate Improvement Plan	The LEA will implement an improvement plan to address trending towards SPP targets for drop out rates of students with disabilities. Over the past 4 years, the dropout rate for learners with disabilities has decreased to 30%. CCA monitors learners who are at risk of dropping out and works to develop graduation plans and activities that will motivate the learner to remain in school. Options included but are not limited to college in the high school courses, industry-recognized credentialing programs, pre-apprenticeship programs, job shadowing, internships and cooperative education. Data is monitored and analyzed via an early warning system developed in CCA's Relationship Management System. Each special education learner and family works with their assigned special education teacher each month to discuss potential barriers to success. If needed, the IEP team will reconvene to adjust services and supports in the IEP. In absence of notification from another school entity, it can take months for CCA to be made aware the learner who "dropped out" has reenrolled in another school entity either in the state of PA or outside the state of PA. The PIMS and Data team run regular audits of available systems to check for changes in withdrawal status. Evidence of change: The LEA will provide quarterly SSIP data collected to the Adviser to decrease rates of drop outs for students with disabilities as evidence of corrective action. The due date for the improvement plan is	11/01/2025 LEA IU PaTTAN BSE	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							11/1/2025.		

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 16 Participation Rates in State Assessments Improvement Plan	The LEA will implement an improvement plan to address meeting the SPP target for participation rates in state assessments for students with disabilities. Each year, CCA communicates PSSA, and Keystone Exam information, including testing dates and locations, to students and families and implements an easy-to-use, online registration system. We also display state testing notifications within our LMS to eligible students and train principals and assistant principals – site administrators – on how to advise teachers and other instructional staff on encouraging and registering students for the state assessments. Our annual, Board-approved school calendar includes up to five "testing flex days," in April and May in which no instructional content is posted in our learning management system. This ensures students are not discouraged from participating in state assessments due to a fear of accumulating overdue lessons. Families of learners taking the PASA receive an individual phone call to schedule the in person testing requirement for the PASA. During the phone call, we offer a location near the family home. Our state testing team sends out monthly newsletter to staff highlighting the importance and benefits of state testing. In the month of November 2024, we highlighted the eligibility criteria for PASA. Our special education administrators provide training on the importance and benefits of state testing to our teachers who have learners eligible for the PASA. We plan to do this in the months leading up to testing and continue doing so in subsequent school years.	11/01/2025 LEA IU PaTTAN BSE	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							Evidence of change: The LEA will provide trainings materials, letters, flyers and other communications to parents and staff that encourage testing participation as evidence of corrective action. The due date for the improvement plan is 11/1/2025.		

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 17 Public School Enrollment Improvement Plan	CCA respectfully disagrees with this finding. It is CCA's understanding that PDE seeks that CCA reduce its percentage of students with disabilities served in special education. As a public cyber charter school, CCA will not delay or deny enrollment of a student based on their identification as a student with a disability or due to their disability category. Additionally, CCA will not delay or deny a request for a special education evaluation of a student or ignore the results of an evaluation, which may cause a denial of FAPE to a qualifying student. The large majority of students served by CCA's special education department enrolled with an existing IEP. By law, CCA will continue to provide services under the IEP until such time as a reevaluation reveals that the student can be exited from their special education program. During the enrollment process, CCA seeks information about the child's current eligibility for special education. Members of the special education department review special education documents for enrolling students. In the event of a delay in delivery of the documents to CCA (some schools do not meet the 10-school day timeline for transferring the special education documents to CCA), CCA will fully evaluate the child since the parent has reported their prior eligibility. CCA will deliver an individualized program accordingly for the learner. CCA works hard to support a student's progress toward meeting and exceeding IEP goals. If appropriate, CCA will work with the family to issue a permission to	01/27/2026 LEA IU PaTTAN BSE Contrary to CCA's assertion in its Improvement Plan (IP), BSE did not direct CCA to reduce the number of special education students enrolled. BSE met with CCA on 1/6/25 to review expectations of the FSA 17 IP process. As part of this process, BSE requires LEAs to conduct a root cause analysis of their data to ensure compliance with IDEA statutes and regulations and make any necessary changes to polices, practices and procedures.	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							reevaluate to determine continued eligibility for special education. The reevaluation will be comprehensive in nature and address all areas of concern. If a certified school psychologists finds the learner not to be eligible for special education, CCA will work to notify the parent through the appropriate channels which may reduce the enrollment of special education learners. Evidence of change: 1. The LEA will provide data of students who enroll in the LEA with an existing IEP to the Adviser as evidence of corrective action. 2. The LEA will provide data of initial evaluations completed by a certified school psychologist that demonstrates a student is not eligible for special education services to the Adviser as evidence of corrective action. 3. The LEA will provide data of students who enroll in the LEA where records are not transferred to the LEA within the 10-day timeline as stated in 22 Pa. Code 711.8 Educational records and the LEA completes an evaluation based on a parent's report of prior eligibility as evidence of corrective action. 4. The LEA will provide data of reevaluations completed by the LEA that demonstrates a student is no longer eligible for special education services to the Adviser as evidence of corrective action. The due date for the improvement plan is 1/27/2026.		

Agenda

November 2024 (Asynch)

ABA Assessments

- Review the types of ABA Assessments we have access to
- Show where to find ABA Assessments
- Deciding on which ABA Assessment is appropriate for a learner
- Review of the process to request an ABA assessment
- Collecting information from BCBA after the assessment

Name
Amanda Deng
Amy Buck
Ashley Strattman
Britt Savage
Danielle Nihoff
Emilee Newman
Emily Bylotas
Hayley Wang
Holliann Musgrove
Jamie Nguyen
Jamie Witt
Janeace Libby
Jason Friedman
Jess Barosi
Jillian Scally
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Julie Waldman
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Kaleena Berchtold
Melissa Presutti
Michelle Timko
Nancy Hatfield
Olivia Caraballo
Rebecca Evans
Rob Drevenak
Sarah Rhone
Shana Long
Shawna Kopa
Sheri Groff
Tiffany Breininger
Tina Rogers
Tori Bissinger

Agenda

11/21/2024

Aligning FAPE and Truancy

- Truancy Process
  - JIRA
  - Revision Meetings
  - Annual Meetings
  - SAIC/SAIP
  - MD Meeting

Topic	ID	Host	Duration (minutes)	Start time
Laura Koeh	7.87E+09	Laura Koehle (lkoehle@ccaeducate.me)	63	11/21/2024 7:56

Name (orig	Email	Total duration (minutes)	Guest
Laura Koeh	lkoehle@c	36	No
Amy Wetze	awetzel@c	44	No
Ashley Ben	asbennett@	43	No
Kelly Metrc	kmetro@c	44	No
Kristin Gree	kgreen@cc	44	No
Michael Mc	mmcmuller	62	No
Heather Sz	hszoke@cc	43	No
Christy Nau	cnau@ccae	62	No
Elizabeth S	esnyder@c	43	No
Kaitlyn Sim	ksimyan@c	43	No
Suzanne Re	sreed@cca	43	No
Jill McKeon	jmckeon@	43	No
Angela Krel	akrebs@cc	43	No
Miranda Ti	mtigue@cc	43	No
Brittany Co	brcole@cc	42	No
Heidi Reid	hreid@cca	42	No
Cassandra S	csnedecor@	42	No
Kaitlyn Fen	kfenton@c	43	No
Nicole Nest	nnestico@	42	No
Tracy Hinkl	thinkle@cc	42	No
Melinda Bu	mbundonis	42	No
David Muss	dmusser@	42	No
Briana Fry	bfry@ccae	42	No
Tara Toth	ttoth@ccae	42	No
Erica Mont	emontgom	42	No
Kelly Bahor	kbahorich@	42	No
Christine Su	csummersc	42	No
Noelle DiFi	ndifiore@c	42	No
Molly Flynr	mflynn@cc	42	No
Tiffany Kru	tkrupa@cc	42	No
Lisa Ann Tu	ltufaro@cc	42	No
Brittany Ell	bellis@cca	41	No
Mitchell Da	mdameshe	38	No
Michael Pe	mperkins@	41	No
Adrienne H	aharr@cca	41	No
Liliana Tott	ltotten@cc	32	No
Deborah Pe	dpetersen@	41	No
Colleen Pau	cpauley@c	41	No
Luke Show	lshowers@	32	No
Elizabeth W	ewhitehurs	41	No
Sarah Atiye	satiyeh@cc	41	No
Jonathan P	jpauley@cc	41	No
Amanda Dr	adructor@	41	No

Julianna Bo	jborosky@	40	No
Nicole Bow	nbower@c	40	No
Courtney E	cegal@ccae	40	No
Emily Pollit	epollits@cc	40	No
Tashara Sheperis		2	Yes
Rebecca Ev	revans@cc	40	No
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Krista Kioal	krkioalicas(	40	No
Heather Mi	hmilillo@cc	40	No
Alexandra (	acoyle@cca	40	No
Cathryn Ra	cramsey@c	40	No
Brittany Ma	bmatechak	40	No
Amanda Bu	aburmeiste	40	No
Ashleigh Lic	alichtenwa	40	No
Brianna Th	bthomas@	40	No
Caroline To	ctopper@c	40	No
Hayley Wa	hwang@cc	39	No
Tashara Sh	tsheperis@	31	No
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Shannon M	shmaguire(	39	No
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Travis Wey	tweyandt@	38	No
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Heather Landis		4	Yes
Felicia Batr	fbatrack@c	35	No
Ashley Zim	azimmerma	34	No
Heather Sc	hschmidt@	29	No
Kristy Swar	kswanger@	24	No
Ariana Liples		23	Yes
Katherine E	kbeatty@cc	22	No
Dotti Wooc	dwood@cc	22	No
Lauren Lett	lletteer@cc	20	No
Jillian Tony	jtony@ccae	18	No

End time	Participants
11/21/2024 8:58	93

Back to School Training

August 19, 2024- August 30, 2024

1. Special Education 101
    - Key Terms in Special Education
2. Understanding Your Role
    - Responsibilities of a Special Education Paraprofessional
    - Legal and Ethical Considerations (FERPA, IDEA, etc.)
    - Supporting IEP Implementation
3. Instructional Support Strategies
    - Differentiation and Accommodations
    - Behavior Support
    - Working with All Learners
4. Teaming with Teachers
    - Collaborating with the IEP Team
    - Communication Do's and Don'ts
    - Problem Solving
    - Professional Boundaries and Confidentiality
5. Tools of the Trade
    - Data Collection and Progress Monitoring
    - Assistive Technology Overview
    - Using Behavior and Academic Supports
    - Where Do I Log

Ashley Helman
Audrea Coleman
Brittany Giamber
Christica Boyer
Chrystal Bixler
Courtney Petrilak
Crystal Very
Dana Wenger
Dave Hash
Jackie Bixler
Jackie Rabender
Jana Hayes
Kelley Clark
Kelly Hennessey Caffrey
Kristin "Jenny" Darling
Kristina Stahl
Lindsay Kleman
Lisa Androski
Lori Wertz
Maggie Myers
Matia Rosentel
Megan Young
Melissa Leistner
Paige Trutt
Peggy Spangler
Robin McKenna
Rosemarie Laudato
Ruth Craigle
Samantha Kiebach
Sara Pressley
Sarah Neidig
Waynette Kemble

Agenda

12.18.2024

Transition and SAAFP

- **Purpose and Overview of SAAFP**
- **What is a SAAFP**
- **4 Parts of the SAAFP**
- **Reminders**
- **Mark your calendars**
- **Keep in mind**
- **Knowledge Check**

- Transition Surveys

Attendance	
	LeeAnn McCullough
	Mackenzie Demme
	Traci Bologna
	Alyssa Verde
	Elizabeth Henry
	Mandy Livai
	Nicole Bell
	Lauren Rullo
	Laurie Stotz
	Frank Spager
	Robyn McMynne
	Lindsey Bass
	Rachel Fanning
	Courtney Blaney
	Janeace Libby
	Lindsay Mistretta
	rob drevenak
	Phil Fassl
	Jessica Wertz
	Kim Hunter
	Danielle Rozelle
	Annamarie Wyland
	Maile Woods
	Elizabeth Gross
	Rebecca Gallaher
	Mara Visaya-Loub
	Justine Cracolici
	Tavia Shaker
	Emily Mash
	Carol Paskovitch
	Megan Gall
	Richard Tyler
	Braydon Laughner
	Gregory Lee
	Jennifer Ryhal
	Emily Stefankiewicz
	Justin Miller
	Amber Kepler
	Julianne Petrunak
	Anna Lepsch
	Jessica Krevinas
	Amber Hohman
	Lauren Hopson
	Kastroll
	Amanda Roy
	Jess Bachman
	Leanne Bednash

	Myrissa Nichols
	Kimberly Fiscus
	Jessica Kwiatkowski
	Mandy Gibson
	timmy mattos
	Emilee Newman
	Kelly Miller
	Kimberly Boyd
	Amanda Bauer
	Kimberly Campbell
	Melissa Mehalko
	Judy Deemer
	Susan Farabaugh
	Kelly
	Brenda Baker
	Valerie Mendicino
	Ali Odin
	Bridget Rishcoff
	Leslie Spratt
	Erin Pierce
	Kolby Stellar
	Eric Healy
	Sara Jones
	Rebecca Light
	Michael Williams
	Tara Maya
	.Kolby Stellar
	Brooke Pawlowski
	Jessica Radjavitch
	Erica Stetar
	Rita Romero
	Jason Hazel
	Jared Gliem
	Lauren Young
	Dana Barry
	Tracey Scialpi
	Brandi Ruvo
	Kayla Mecca
	Brad Lentz
	Julia Basel
	Shane Smith
	Daphne Matlin
	Suzanne Marcus
	Kami Kaczanowicz
	Tiffany Mowrer
	Tara Iannetta
	Elissa Peters

	Jesse Capitano
	Kelly Conlon
	Autumn Kirsch
	Dan Alderton
	Amanda Mulder (ES High School)
	Andre Dyer
	Tiffany Breininger
	Nicole McMahon
	Mariah Banks
	Kristen Taddei
	Miyah Hayes
	Danielle Good
	Ashlyn
	Carla J. Pakstis
	Chris Hosler-Patton
	Michelle Timko
	Sheri Groff
	Jahneva Bame
	Sue Shaffer
	Scott Smith
	Lisa Morrow
	Cheryl Delfino
	Jaclyn
	Kelly Nemes
	Ali
	Brittany Austin
	Michelle Bosco
	Nicole Pierce
	JC
	Joy Gintz
	Shannon Plyler
	Melanie Steuernagel
	Christine Oliver
	Deb Moore
	Erin Connor-Nicholls
	Becky Freda
	Amanda L. Weaver
	Amy Wislosky
	Sarah Frederick
	Joseph Butler
	Lauren Brown
	Lauren Skinner
	Haley Hartman

Agenda

2/27/2025

Building Language for Literacy

- Learn about skills needed for the development of literacy
- Learn how literacy skills are linked to verbal operants
- Look for ways to embed the literacy skills into a lesson
- Apply information by reviewing a self-made and peer-made lesson for the skills

Name (original name)	Email	Duration (minutes)	Guest
Lonnie Fletcher	lfletcher@ccaeducate.me	53	No
Julie Cordier	jcordier@ccaeducate.me	6	No
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Kyle Paul	kpaul@ccaeducate.me	4	No
Hannah Randall	hrandall@ccaeducate.me	5	No
Gabrielle Fathel	gfathel@ccaeducate.me	5	No
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Melissa Presutti	mpresutti@ccaeducate.me	4	No
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Amanda Deng	adeng@ccaeducate.me	3	No
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Kenesta Mack	kmack@ccaeducate.me	20	No
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Christina Traub	ctraub@ccaeducate.me	19	No
Jamie Nguyen	jnguyen@ccaeducate.me	42	No
Hannah Randall	hrandall@ccaeducate.me	19	No
Melissa Presutti	mpresutti@ccaeducate.me	42	No
Yvonne Apronti	yapronti@ccaeducate.me	42	No
Gina Meglio	gmeglio@ccaeducate.me	42	No
Heather Rhine	hrhine@ccaeducate.me	19	No
Shana Long	shlong@ccaeducate.me	42	No
Nicole Pero	npero@ccaeducate.me	19	No
Lindsay Phillips	lphillips@ccaeducate.me	42	No
Rachel Diehl	radiehl@ccaeducate.me	42	No
Stephanie Reilly		1	Yes
Stephanie Reilly		1	Yes
Kristin Perez	kperez@ccaeducate.me	1	No
Stephanie Reilly		1	Yes
Kristin Perez	kperez@ccaeducate.me	18	No
Stephanie Reilly		4	Yes
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Jessica Korba		17	Yes
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Jillian Scally	jscally@ccaeducate.me	1	No
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Heather Price	hprice@ccaeducate.me	2	No
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Jenna Bayne	jbayne@ccaeducate.me	15	No
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Erin Ellison	eellison@ccaeducate.me	15	No
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Christina Vento	cvento@ccaeducate.me	15	No
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Kelly Salmon	ksalmon@ccaeducate.me	15	No
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Katie Shank	kshank@ccaeducate.me	26	No
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Giovana Boroch	gboroch@ccaeducate.me	29	No
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Bria Shanty	bshanty@ccaeducate.me	15	No
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Shea Hodder	shodder@ccaeducate.me	26	No
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Linda Meadows	lmeadows@ccaeducate.me	15	No
Brieana Gladfelter	bgladfelter@ccaeducate.me	26	No
Marisa Ritchie	mritchie@ccaeducate.me	26	No
Angel Goydich	agoydich@ccaeducate.me	15	No
Heather Rhine	hrhine@ccaeducate.me	26	No
Morgan Pugh	mpugh@ccaeducate.me	22	No
Heather Price	hprice@ccaeducate.me	22	No
Gabrielle Fathel	gfathel@ccaeducate.me	22	No
Jamie Witt	jwitt@ccaeducate.me	1	No
Jamie Witt	jwitt@ccaeducate.me	20	No
Heather Pisczek	hpisczek@ccaeducate.me	1	No
Angel Goydich	agoydich@ccaeducate.me	1	No
Linda Meadows	lmeadows@ccaeducate.me	1	No
Kelly Salmon	ksalmon@ccaeducate.me	1	No
Julie Cordier	jcordier@ccaeducate.me	1	No
Heather Rhine	hrhine@ccaeducate.me	1	No
Giovana Boroch	gboroch@ccaeducate.me	2	No

In waiting room
No
Yes
Yes
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Yes
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Yes
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No
No

No
No
No

Agenda

3/20/2025

All About Special Education

- IDEA
- Eligibility
- Evaluation Process
- IEP
- Related Services

Aaliyah Solomon (Staff)
Amanda Pisczek (FM)
Denisa Sample (FM)
Diane McCurdy (FM)
Erica Spadaccino (FM)
Heather Schreiber
Jackie Shay (FM)
Janet Germiller
Jessica Tutton (FM)
Kelli Shaffer
Kellie Padilla
Lisandra Rodriguez
Megan Peoro
Melissa Labritz
Michele Santarelli
Michelle Orcutt (Staff)
Nicole Didonato
Niki Chivers
Stephanie Skolnik (FM)
Tabatha Malliard (Tabby)
Tracy Brown (FM)
Tunisia Garnett (Staff)
Rebecca Edmondson (FM)
Catherine Kurczeski (FIC)
Christina Stepanski (FM)
Alyssa Stevens (FM)
Reina Ercolano (FM)
Amanda Root (FM)
Ashley Hawk (FM)
Olga Serafini (FM)
Sharon Shillingford

Agenda

8/22/2024

- How to write clear IEP goals in the area of written expression.
- Provide guidance on how to create a goal that specifically addresses the learner's need within the larger spectrum of written expression.

Topic	ID	Host	Duration (minutes	Start time
Molly O'Neil's Personal Me	7595333866	Molly O'Neil (mone	103	8/22/2024 14:16

Name (original name)	Email	Join time	Leave time	Duration (minutes
Molly O'Neil	moneil@ccaeducate.me	8/22/2024 14:16	8/22/2024 15:59	103
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Jamie Turer	jturer@ccaeducate.me	8/22/2024 14:17	8/22/2024 15:59	103
Jason Haskins	jhaskins@ccaeducate.me	8/22/2024 14:25	8/22/2024 14:53	28
Jennifer Bytheway	jbytheway@ccaeducate.me	8/22/2024 14:26	8/22/2024 15:59	94
Michelle Bear		8/22/2024 14:31	8/22/2024 14:52	22
Mrs. Abby Youngblood	awelsfordyoungblood@cca	8/22/2024 14:31	8/22/2024 14:52	22
Maddy Hensch	mhensch@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Hannah Snyder	hrandall@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Lindsay Kleman		8/22/2024 14:31	8/22/2024 14:52	22
Lindsey Boncore		8/22/2024 14:31	8/22/2024 14:32	2
Rachel Lubin	ralubin@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Shane Ging	sging@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Amanda Voit	avoit@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:50	20
Selene Polaha	spolaha@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Witney Downey	wdowney@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Mattea Trevino	mtrevino@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Mr. Adams	kadams@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:49	19
Claire O'Neal	coneal@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:48	17
Taylor Gensler	tgensler@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Erin Devore	edevore@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Isabel Radel	iradel@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Heather Franco	hfranco@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Julia Baseski	jbaseski@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Kaleena Berchtold	kberchtold@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Shea Hodder	shodder@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Tina Rogers	trogers@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Brittany Hollister	bhollister@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Monika Loefflad		8/22/2024 14:31	8/22/2024 14:51	21
Mrs. Mary Gies	mgies@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Kayla Miller	kaymiller@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Brooke Crytzer	bcrytzer@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:50	20
Hanah Hallman	hhallman@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Madison Small	msmall@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Alycia Schreckengost	aschreckengost@ccaeducat	8/22/2024 14:31	8/22/2024 14:51	21
Emily Bylotas	ebylotas@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Katie Scarborough	kscarborough@ccaeducate.	8/22/2024 14:31	8/22/2024 14:38	8
Morgan Higgins	mhiggins@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Hannah LaBar	hlabar@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
Kelly Duncan	kduncan@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Danielle Kessell	dkessell@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:50	20
Mandy Burmeister		8/22/2024 14:31	8/22/2024 14:52	21
Tom Toth - CCA	dtoth@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:48	17

Kristina Stahl	kstahl@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	22
Erica DeFloria	edefloria@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	20
Kaitlyn Grose	kgrose@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Alyssa Rutkowski	arutkowski@ccaeducate.m	8/22/2024 14:31	8/22/2024 14:51	20
Mrs. Lauren James	ljames@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Jessica Gerber		8/22/2024 14:31	8/22/2024 14:52	21
Julie Walter	juwalter@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:50	20
Lindsey Zuvich	lzuvich@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:51	21
June Grasso	jgrasso@ccaeducate.me	8/22/2024 14:31	8/22/2024 14:52	21
Tessa Zimmerman	tzimmerman@ccaeducate.r	8/22/2024 14:32	8/22/2024 14:52	20
Samantha Archinal	sarchinal@ccaeducate.me	8/22/2024 14:32	8/22/2024 14:51	20
Katherine Valentine	kvalentine@ccaeducate.me	8/22/2024 14:33	8/22/2024 14:52	19
Kenesta Mack		8/22/2024 14:33	8/22/2024 14:53	20
Melinda Walter	mwalter@ccaeducate.me	8/22/2024 14:35	8/22/2024 14:52	18
Carol Paskovitch	cpaskovitch@ccaeducate.m	8/22/2024 14:35	8/22/2024 14:46	11
Amanda Roy	aroy@ccaeducate.me	8/22/2024 14:36	8/22/2024 14:51	16
Lily Stuijfzand	lstuijfzand@ccaeducate.me	8/22/2024 14:38	8/22/2024 14:52	14
Brooke Crytzer	bcrytzer@ccaeducate.me	8/22/2024 14:50	8/22/2024 15:00	11
Amanda Voit	avoit@ccaeducate.me	8/22/2024 14:50	8/22/2024 15:00	10
Julie Walter	juwalter@ccaeducate.me	8/22/2024 14:50	8/22/2024 15:00	10
Danielle Kessell	dkessell@ccaeducate.me	8/22/2024 14:50	8/22/2024 15:00	10
Alyssa Rutkowski	arutkowski@ccaeducate.m	8/22/2024 14:51	8/22/2024 15:00	10
Witney Downey	wdowney@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:00	10
Alycia Schreckengost	aschreckengost@ccaeducat	8/22/2024 14:51	8/22/2024 15:01	10
Brittany Hollister	bhollister@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Hannah Snyder	hrandall@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Amanda Roy	aroy@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Lindsey Zuvich	lzuvich@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:00	10
Erin Devore	edevore@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Samantha Archinal	sarchinal@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:00	9
Emily Bylotas	ebylotas@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Hannah LaBar	hlabar@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Selene Polaha	spolaha@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Monika Loefflad		8/22/2024 14:51	8/22/2024 15:00	10
Julia Baseski	jbaseski@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Heather Franco	hfranco@ccaeducate.me	8/22/2024 14:51	8/22/2024 15:01	10
Isabel Radel	iradel@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Katherine Valentine	kvalentine@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Tessa Zimmerman	tzimmerman@ccaeducate.r	8/22/2024 14:52	8/22/2024 15:01	10
Rachel Lubin	ralubin@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Jessica Gerber		8/22/2024 14:52	8/22/2024 15:01	10
Kaleena Berchtold	kberchtold@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
June Grasso	jgrasso@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Kayla Miller	kaymiller@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Mandy Burmeister		8/22/2024 14:52	8/22/2024 15:01	10
Mrs. Mary Gies	mgies@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Mattea Trevino	mtrevino@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10

Taylor Gensler	tgensler@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Lily Stuijfzand	lstuijfzand@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:00	9
Tina Rogers	trogers@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Michelle Bear		8/22/2024 14:52	8/22/2024 15:01	9
Mrs. Lauren James	ljames@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Mrs. Abby Youngblood	awelsfordyoungblood@cca	8/22/2024 14:52	8/22/2024 15:01	10
Kristina Stahl	kstahl@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:00	9
Madison Small	msmall@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Kelly Duncan	kduncan@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Claire O'Neal	coneal@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Kaitlyn Grose	kgrose@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Hanah Hallman	hhallman@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:00	9
Melinda Walter	mwalter@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	10
Morgan Higgins	mhiggins@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	9
Lindsay Kleman		8/22/2024 14:52	8/22/2024 15:00	9
Shea Hodder	shodder@ccaeducate.me	8/22/2024 14:52	8/22/2024 15:01	9
Kenesta Mack		8/22/2024 14:53	8/22/2024 15:01	9
Shane Ging	sging@ccaeducate.me	8/22/2024 14:53	8/22/2024 15:01	9
Erica DeFloria	edefloria@ccaeducate.me	8/22/2024 14:53	8/22/2024 15:01	9
Jason Haskins	jhaskins@ccaeducate.me	8/22/2024 14:53	8/22/2024 15:01	8
Kristina Stahl	kstahl@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Lily Stuijfzand	lstuijfzand@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Julie Walter	juwalter@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Samantha Archinal	sarchinal@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Hanah Hallman	hhallman@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Lindsay Kleman		8/22/2024 15:00	8/22/2024 15:10	10
Amanda Voit	avoit@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Brooke Crytzer	bcrytzer@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Danielle Kessell	dkessell@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Witney Downey	wdowney@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Alyssa Rutkowski	arutkowski@ccaeducate.m	8/22/2024 15:00	8/22/2024 15:10	10
Lindsey Zuvich	lzuvich@ccaeducate.me	8/22/2024 15:00	8/22/2024 15:10	10
Monika Loefflad		8/22/2024 15:00	8/22/2024 15:10	10
Michelle Bear		8/22/2024 15:01	8/22/2024 15:10	10
Morgan Higgins	mhiggins@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	10
Kayla Miller	kaymiller@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	10
Shea Hodder	shodder@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Shane Ging	sging@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Hannah Snyder	hrandall@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Mrs. Lauren James	ljames@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Erica DeFloria	edefloria@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Isabel Radel	iradel@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Julia Baseski	jbaseski@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Rachel Lubin	ralubin@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Brittany Hollister	bhollister@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Kenesta Mack		8/22/2024 15:01	8/22/2024 15:10	9
Heather Franco	hfranco@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9

Mandy Burmeister		8/22/2024 15:01	8/22/2024 15:10	9
Taylor Gensler	tgensler@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Alycia Schreckengost	aschreckengost@ccaeducat	8/22/2024 15:01	8/22/2024 15:10	9
Selene Polaha	spolaha@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Mattea Trevino	mtrevino@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Melinda Walter	mwalter@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Kaitlyn Grose	kgrose@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Jessica Gerber		8/22/2024 15:01	8/22/2024 15:10	9
Jason Haskins	jhaskins@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Kaleena Berchtold	kberchtold@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Tina Rogers	trogers@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Mrs. Abby Youngblood	awelsfordyoungblood@cca	8/22/2024 15:01	8/22/2024 15:10	9
Erin Devore	edevore@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Amanda Roy	aroy@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Mrs. Mary Gies	mgies@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Kelly Duncan	kduncan@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Katherine Valentine	kvalentine@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Tessa Zimmerman	tzimmerman@ccaeducate.r	8/22/2024 15:01	8/22/2024 15:10	9
June Grasso	jgrasso@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Claire O'Neal	coneal@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Emily Bylotas	ebylotas@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Madison Small	msmall@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Hannah LaBar	hlabar@ccaeducate.me	8/22/2024 15:01	8/22/2024 15:10	9
Hannah Snyder	hrandall@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Morgan Higgins	mhiggins@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Mrs. Lauren James	ljames@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Erica DeFloria	edefloria@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Amanda Voit	avoit@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Amanda Roy	aroy@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Katherine Valentine	kvalentine@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
June Grasso	jgrasso@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Heather Franco	hfranco@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Kenesta Mack		8/22/2024 15:10	8/22/2024 15:20	11
Hanah Hallman	hhallman@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Lily Stuijfzand	lstuijfzand@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Claire O'Neal	coneal@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Mattea Trevino	mtrevino@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Jessica Gerber		8/22/2024 15:10	8/22/2024 15:21	11
Alycia Schreckengost	aschreckengost@ccaeducat	8/22/2024 15:10	8/22/2024 15:20	11
Kaleena Berchtold	kberchtold@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Mrs. Mary Gies	mgies@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Shea Hodder	shodder@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Michelle Bear		8/22/2024 15:10	8/22/2024 15:20	11
Mandy Burmeister		8/22/2024 15:10	8/22/2024 15:21	11
Erin Devore	edevore@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Julia Baseski	jbaseski@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Brooke Crytzer	bcrytzer@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11

Julie Walter	juwalter@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Madison Small	msmall@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	12
Rachel Lubin	ralubin@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Alyssa Rutkowski	arutkowski@ccaeducate.m	8/22/2024 15:10	8/22/2024 15:20	11
Mrs. Abby Youngblood	awelsfordyoungblood@cca	8/22/2024 15:10	8/22/2024 15:20	11
Kelly Duncan	kduncan@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Danielle Kessell	dkessell@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Tina Rogers	trogers@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Tessa Zimmerman	tzimmerman@ccaeducate.r	8/22/2024 15:10	8/22/2024 15:21	11
Lindsey Zuvich	lzuvich@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Kaitlyn Grose	kgrose@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Jason Haskins	jhaskins@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:10	1
Brittany Hollister	bhollister@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Samantha Archinal	sarchinal@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Hannah LaBar	hlabar@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Kayla Miller	kaymiller@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Emily Bylotas	ebylotas@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Kristina Stahl	kstahl@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Monika Loefflad		8/22/2024 15:10	8/22/2024 15:20	11
Witney Downey	wdowney@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	10
Taylor Gensler	tgensler@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Shane Ging	sging@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:20	11
Melinda Walter	mwalter@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Isabel Radel	iradel@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Selene Polaha	spolaha@ccaeducate.me	8/22/2024 15:10	8/22/2024 15:21	11
Lindsay Kleman		8/22/2024 15:10	8/22/2024 15:21	11
Jason Haskins	jhaskins@ccaeducate.me	8/22/2024 15:12	8/22/2024 15:15	4
Jason Haskins	jhaskins@ccaeducate.me	8/22/2024 15:15	8/22/2024 15:59	45
Hanah Hallman	hhallman@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Witney Downey	wdowney@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Amanda Voit	avoit@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Lindsey Zuvich	lzuvich@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Samantha Archinal	sarchinal@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Danielle Kessell	dkessell@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Brooke Crytzer	bcrytzer@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	10
Lily Stuijfzand	lstuijfzand@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Monika Loefflad		8/22/2024 15:20	8/22/2024 15:29	9
Kristina Stahl	kstahl@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Julie Walter	juwalter@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Alyssa Rutkowski	arutkowski@ccaeducate.m	8/22/2024 15:20	8/22/2024 15:29	9
Erica DeFloria	edefloria@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Shane Ging	sging@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Morgan Higgins	mhiggins@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Kayla Miller	kaymiller@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Mrs. Mary Gies	mgies@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Michelle Bear		8/22/2024 15:20	8/22/2024 15:29	9
Alycia Schreckengost	aschreckengost@ccaeducat	8/22/2024 15:20	8/22/2024 15:29	9

Kenesta Mack		8/22/2024 15:20	8/22/2024 15:29	9
Kelly Duncan	kduncan@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Hannah Snyder	hrandall@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Mrs. Abby Youngblood	awelsfordyoungblood@cca	8/22/2024 15:20	8/22/2024 15:29	9
Emily Bylotas	ebylotas@ccaeducate.me	8/22/2024 15:20	8/22/2024 15:29	9
Kaleena Berchtold	kberchtold@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Rachel Lubin	ralubin@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Amanda Roy	aroy@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Mandy Burmeister		8/22/2024 15:21	8/22/2024 15:29	9
Shea Hodder	shodder@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Taylor Gensler	tgensler@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Lindsay Kleman		8/22/2024 15:21	8/22/2024 15:29	8
Jessica Gerber		8/22/2024 15:21	8/22/2024 15:29	8
Heather Franco	hfranco@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Selene Polaha	spolaha@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Melinda Walter	mwalter@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Mrs. Lauren James	ljames@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Katherine Valentine	kvalentine@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Tina Rogers	trogers@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Claire O'Neal	coneal@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Mattea Trevino	mtrevino@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Erin Devore	edevore@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
June Grasso	jgrasso@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Isabel Radel	iradel@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Julia Baseski	jbaseski@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Brittany Hollister	bhollister@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	9
Kaitlyn Grose	kgrose@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Hannah LaBar	hlabar@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8
Tessa Zimmerman	tzimmerman@ccaeducate.r	8/22/2024 15:21	8/22/2024 15:29	9
Madison Small	msmall@ccaeducate.me	8/22/2024 15:21	8/22/2024 15:29	8

End time	Participants
8/22/2024 15:59	279

Guest	Recording disclaimer	In waiting room
No	No Response	No
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pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Allentown Police Department
(Law Enforcement Authority)

and

Commonwealth Charter Academy
(School Entity)

4/22/2024
(Date)

I. Introduction

A. Parties

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

Allentown Police Department
425 Hamilton Street
Allentown, PA 18101

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

Commonwealth Charter Academy
1501 Lehigh Street Suite 103
Allentown, PA 18103

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.

   b. Stabilize incident.

   c. Provide/arrange for emergency medical treatment, if necessary.

   d. Control the scene of the incident.

      i. Secure any physical evidence at the scene.

      ii. Identify involved persons and witnesses.

   e. Conduct investigation.

   f. Exchange information.

   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Thomas D. Langenecker

Chief School Administrator

Commonwealth Charter Academy

School Entity

Chief Law Enforcement Authority

ALLENTOWN POLICE DEPARTMENT

Law Enforcement Authority

Building Principal

Commonwealth Charter Academy Allentown

School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Cranberry Township Police Dept.

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

10/19/23

(Date)

I. Introduction

A. Parties

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

Cranberry Township Police Department
2525 Rochester Road
Cranberry Township, PA 16066

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

Commonwealth Charter Academy
3104 Unionville Rd.
Cranberry Township, PA 16066

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

    a. Meet with contact person and locate scene of incident.

    b. Stabilize incident.

    c. Provide/arrange for emergency medical treatment, if necessary.

    d. Control the scene of the incident.

        i. Secure any physical evidence at the scene.

        ii. Identify involved persons and witnesses.

    e. Conduct investigation.

    f. Exchange information.

    g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
    a. Meet with contact person.
    b. Recover any physical evidence.
    c. Conduct investigation.
    d. Exchange information.
    e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

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A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Chief School Administrator

Commonwealth Charter Academy
School Entity

Chief Law Enforcement Authority

Cranberry Township Police Dept.
Law Enforcement Authority

Anna M Bridgens
Building Principal

Commonwealth Charter Academy Cranberry Twp.
School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Dickson City Police Department
(Law Enforcement Authority)

and

Commonwealth Charter Academy
(School Entity)

04/11/2024
(Date)

I. Introduction

A. Parties

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

Dickson City Police Department
901 Enterprise St.
Dickson City, PA 18519

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

Commonwealth Charter Academy
529 Scranton Carbondale Highway
Dickson City, PA 18508

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.

   b. Stabilize incident.

   c. Provide/arrange for emergency medical treatment, if necessary.

   d. Control the scene of the incident.

      i. Secure any physical evidence at the scene.

      ii. Identify involved persons and witnesses.

   e. Conduct investigation.

   f. Exchange information.

   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Thomas Longenecker
Chief School Administrator

Commonwealth Charter Academy
School Entity

Chief Law Enforcement Authority

Dickson City Police Dept.
Law Enforcement Authority

Building Principal

Commonwealth Charter Academy Dickson City
School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Daniel P. Spizarny Sr.
(Law Enforcement Authority)

and

Commonwealth Charter Academy
(School Entity)

01/24/24
(Date)

I. Introduction

A. Parties

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

City of Erie Police Department
626 State Street
Erie PA 16501

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

Commonwealth Charter Academy
246 West 9th Street
Erie, PA 16501

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.

   b. Stabilize incident.

   c. Provide/arrange for emergency medical treatment, if necessary.

   d. Control the scene of the incident.

      i. Secure any physical evidence at the scene.

      ii. Identify involved persons and witnesses.

   e. Conduct investigation.

   f. Exchange information.

   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Thomas Longnecker
Chief School Administrator

Commonwealth Charter Academy
School Entity

Daniel P. Spizarny Sr.
Chief Law Enforcement Authority

Daniel P. Spizarny Sr.
Law Enforcement Authority

Amy Magnus
Building Principal

Commonwealth Charter Academy City of Erie
School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Johnstown Police Department
(Law Enforcement Authority)

and

Commonwealth Charter Academy
(School Entity)

04/11/24
(Date)

I. Introduction

A. Parties

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

Johnstown Police Department
401 Main Street
Johnstown PA 15901

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

Commonwealth Charter Academy
647 Main Street
Johnstown, PA 15901

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.

   b. Stabilize incident.

   c. Provide/arrange for emergency medical treatment, if necessary.

   d. Control the scene of the incident.

      i. Secure any physical evidence at the scene.

      ii. Identify involved persons and witnesses.

   e. Conduct investigation.

   f. Exchange information.

   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Thomas Longenecker
Chief School Administrator

Commonwealth Charter Academy
School Entity

Chief Law Enforcement Authority

JOHNSTOWN POLICE DEPT.
Law Enforcement Authority

Building Principal

Commonwealth Charter Academy Johnstown
School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

East Whiteland Township PD

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

02/22/24

(Date)

I. Introduction

A. Parties

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

East Whiteland Township Police Dept.
209 Conestoga Road
Frazer, PA 19355

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

Commonwealth Charter Academy
70 Valley Stream Parkway
Malvern, PA 19355

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.

   b. Stabilize incident.

   c. Provide/arrange for emergency medical treatment, if necessary.

   d. Control the scene of the incident.

      i. Secure any physical evidence at the scene.

      ii. Identify involved persons and witnesses.

   e. Conduct investigation.

   f. Exchange information.

   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Thomas Longnecker
Chief School Administrator

Commonwealth Charter Academy
School Entity

D. C. Yeager
Chief Law Enforcement Authority

East Whiteland Twp. Police
Law Enforcement Authority

Thomas Longnecker
Building Principal

Commonwealth Charter Academy Malvern
School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Harrisburg Borough of Police

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

02/15/24

(Date)

I. Introduction

A. Parties

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

Harrisburg Bureau of Police
123 Walnut street
Hbg. PA. 17101

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

Commonwealth Charter Academy
1 Innovation Way
Harrisburg, PA 17110

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.

   b. Stabilize incident.

   c. Provide/arrange for emergency medical treatment, if necessary.

   d. Control the scene of the incident.

      i. Secure any physical evidence at the scene.

      ii. Identify involved persons and witnesses.

   e. Conduct investigation.

   f. Exchange information.

   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Thomas D. Longenecker
Chief School Administrator

Commonwealth Charter Academy
School Entity

Chief Law Enforcement Authority
Capt Ateh AKaKpo-Martin

Harrisburg Bureau of Police
Law Enforcement Authority

Building Principal

Commonwealth Charter Academy Harrisburg, PA
School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

Wilkes-Barre Township Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

05/20/2025

(Date)

I. Introduction

A. Parties

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

Wilkes-Barre Township Police Department
150 Watson Street
Wilkes-Barre Township, PA 18702

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

Commonwealth Charter Academy
Arena Commons
264 Highland Park Blvd
Wilkes-Barre, PA 18702

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

    a. Meet with contact person and locate scene of incident.

    b. Stabilize incident.

    c. Provide/arrange for emergency medical treatment, if necessary.

    d. Control the scene of the incident.

        i. Secure any physical evidence at the scene.

        ii. Identify involved persons and witnesses.

    e. Conduct investigation.

    f. Exchange information.

    g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
    a. Meet with contact person.
    b. Recover any physical evidence.
    c. Conduct investigation.
    d. Exchange information.
    e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

Commonwealth Charter Academy

School Entity



Chief Law Enforcement Authority

Wilkes-Barre Township Police
150 Watson Street
Wilkes-Barre PA 18702

Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Wilkes-Barre

School Building

Updated, February 1, 2019

pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

Memorandum of Understanding
Between

West Manchester Twp. PD
(Law Enforcement Authority)

and

Commonwealth Charter Academy
(School Entity)

04/15/2025
(Date)

I. Introduction

A. Parties

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

West Manchester Township Police Department
380 East Berlin Road
York, PA 17408

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

Commonwealth Charter Academy
1710 Westgate Drive
York, PA 17408

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

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

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

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

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

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

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

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 908 (relating to prohibited offensive weapons).

            a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

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

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

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

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

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

      i. Section 2701 (relating to simple assault)

      ii. Section 2705 (relating to recklessly endangering another person).

      iii. Section 2706 (relating to terroristic threats).

      iv. Section 2709 (relating to harassment).

      v. Section 3127 (relating to indecent exposure)

      vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

      vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

      viii. Chapter 39 (relating to theft and related offenses).

      ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

      x. Section 5503 (relating to disorderly conduct).

      xi. Section 6305 (relating to sale of tobacco).

      xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

      xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

   b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

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

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits and incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student' s behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

    a. Meet with contact person and locate scene of incident.

    b. Stabilize incident.

    c. Provide/arrange for emergency medical treatment, if necessary.

    d. Control the scene of the incident.

        i. Secure any physical evidence at the scene.

        ii. Identify involved persons and witnesses.

    e. Conduct investigation.

    f. Exchange information.

    g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
    a. Meet with contact person.
    b. Recover any physical evidence.
    c. Conduct investigation.
    d. Exchange information.
    e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

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

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

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

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

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

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

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

   a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

   b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest
   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

   b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

   c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

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

D. Reporting Requirements

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

a. No that than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Chief School Administrator

Commonwealth Charter Academy
School Entity

Chief Law Enforcement Authority

Law Enforcement Authority

Building Principal

Commonwealth Charter Academy York
School Building

Updated, February 1, 2019

Memorandum of Understanding
for
Dual Enrollment/High School Enrichment Program
between
Cyber Charter Schools
and
Bucks County Community College

I. **PARTIES.** This Memorandum of Understanding (MOU) is made and entered into by and between the Commonwealth Charter Academy (CCA), whose address is 1 Innovation Way, Harrisburg, PA 17110 and Bucks County Community College (Bucks), whose address is 275 Swamp Road, Newtown PA 18940. This MOU shall be effective as per Section IV of this Agreement, *infra*.

II. **BACKGROUND.** CCA specializes in providing an online, personalized learning experience to students in Grades K- 12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 9-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including post-secondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

Bucks currently offers a dual enrollment and high school enrichment program where students enroll in courses that provide curriculum and instructional materials that are identical to non-dually enrolled students taking classes on campus and online.

III. **PURPOSE, INTENT, & GENERAL PROVISIONS**. The purpose of this MOU is to confirm the intent that CCA will provide tuition at the mutually agreed-upon rate for courses scheduled in connection with this Agreement. CCA will purchase the textbooks related to those classes held on Bucks Campuses (including Bucks Online).

The mutually agreed upon reduced tuition rate of $130.00 per credit is in effect only for CCA students residing within the boundaries of Bucks County and participating in the Dual Enrollment Program for 2024-2025. CCA students located within counties not served by a Pennsylvania community college who opt to participate in this dual enrollment program qualify for a non-sponsored tuition rate of $195 per credit. Students located within counties that are served by a Pennsylvania community college but prefer to pursue dual enrollment at Bucks under the terms of this agreement will qualify for the out-of-county tuition rate of $340.00 per credit.

Bucks will waive the College Services, Student Activity, and Technology Support/Virtual Support fees. Bucks will also provide access to placement testing, at no additional cost, for all students who intend to participate as dually enrolled students under the terms of this Agreement.

This discounted rate and fee waiver is extended to CCA by Bucks, contingent upon CCA's participation in a "single payer" arrangement, as described in Section V, *infra.*).

Specific Course Fees related to courses with a laboratory component, or special supplies will be billed to CCA along with tuition.

Students wishing to participate in the program must take placement testing in Reading, Writing, and Math to determine college readiness or take advantage of alternative placement options offered by Bucks (i.e., "holistic" placement whereby high school juniors with at least a 3.25 GPA or high school seniors with at least a 3.0 GPA are automatically deemed to be at college-level in Reading, Writing, and Math).

IV. **TERM OF AGREEEMENT**. This MOU becomes effective upon the execution by both parties: CCA and Bucks County Community College.

This MOU shall be binding upon the signatures of CCA and Bucks County Community College and their respective successors.

The term of this agreement shall run from August 15, 2024, through August 14, 2025.

This agreement shall be reviewed by both parties at the culmination of each academic year to assess process and overall success.

V. **PROVISION OF FUNDS**. Funding for this program will be provided by CCA. Bucks will provide a reduced tuition rate.

CCA agrees to provide funds via check in accordance with the billing and accounting procedures of the CCA Business Office. Bucks will invoice CCA following the end of the

course withdrawal period for each semester, and CCA will pay that tuition within 30 days of invoice receipt.

CCA will pay Bucks the fees and costs set forth in the Attachment to this Agreement. Any additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs necessary for the student's enrollment and participation in the course) will be included in invoicing from Bucks to CCA, and CCA learners and families will not receive a bill, invoice, or request for payment. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.

Bucks will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at Bucks. Should Bucks determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Bucks will contact CCA prior to seeking payment or proceeding with the student's enrollment.

VI. **STUDENT ELIGIBILITY**. Students participating in this program must enroll in at least three (3) credits per year and must take at least one (1) course per year. Students will be encouraged to enroll in additional courses, as appropriate to their goals.

A. **STUDENT CRITERIA**. Students must complete the High School Enrollment Application online prior to enrolling in Bucks courses. Students are also required to satisfy placement testing requirements prior to enrolling in a course. In addition, students must satisfy either all criteria listed under Section A or Section B, *infra*. Criteria:

1. The student is a CCA student.
2. The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined through the placement testing process.
3. The student is making satisfactory progress toward fulfillment of high school graduation requirements, either "on time" or ahead of schedule.

B. Students who meet all of the following criteria are qualified to participate in the program and will be enrolled in Bucks courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to Bucks upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:

1. Student must be in Grades 9-12 and registered for the programs, courses, training, and other educational offerings of Bucks as agreed to by CCA and Bucks.
2. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program.
3. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by Bucks and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
4. Student must maintain a 2.5 cumulative GPA at CCA.
5. Student must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment.
6. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.

7. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
8. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
9. Courses are non-remedial.
10. Courses are taught at a postsecondary or collegiate expectation/standard.
11. Courses are identical to traditional Bucks courses.
12. Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.

C. Continued Eligibility: To remain in this program of study, the student must:
   1. regularly attend;
   2. be in good academic standing;
   3. be free of misconduct violations; and
   4. maintain a minimum grade of "C" in coursework.

VII. **COURSES OFFERED**. The following applies to all courses covered by this agreement.
A. The courses are regular college courses available to all members of the Bucks student body.
B. Bucks will work with CCA to identify courses that align to both high school graduation requirements and those commonly found in college-level general education curricula, but students will not be limited as to what courses they may choose.
C. Any high school courses that are identified as potential candidates for cross-listing in the Bucks catalog as college coursework will be evaluated by Bucks faculty and deans in the appropriate subject area. CCA agrees to incorporate any feedback resulting from this review into the ultimate course offered to students participating in the program.

VIII. The total approved costs for approved course offerings will be:
A. *Tuition*: In-County - $130/credit; Non-Sponsored County - $195/credit; Out-of-County - $340/credit.
B. *Course Fees:* Specific Course Fees related to courses with a laboratory component or special supplies will be billed to CCA along with tuition.
C. *Books:* As required by faculty and noted in course syllabi. CCA will purchase the textbooks related to those classes held on Bucks Campuses (including Bucks Online).

IX. **DROP/ADD OF COURSES OFFERED**. Students must abide by all Bucks policies and timelines. Students who drop or withdraw from a course are responsible to notify CCA prior to initiating the formal process and must drop or add the course through the appropriate college protocol and technological systems. For students who drop courses, CCA will be subject to the Bucks refund policy of record regarding tuition and fees due.

X. **STUDENT CREDIT**. To successfully complete a course listed in this agreement, students are subject to the conditions of both the course syllabus and Bucks's grading policy.

CCA will award high school credit for all courses successfully completed under this agreement, pursuant to Chapter 4 of the Pennsylvania Public School Code of 1949, and in accordance with local board policies.

Bucks will award postsecondary credits to students who successfully complete courses identified within this agreement.

Bucks will transcribe credit(s) in a manner identical to non-dual enrolled students who take a course(s) at this institution.

XI. **PROGRAM ADMINISTRATION**. CCA and Bucks will designate a single point of contact liaison to support the effective administration of the program.

CCA Liaison: Senior Vice President of Career Readiness or designee
Bucks Liaison: Assistant Director, Dual Enrollment

XII. **OUTREACH AND COMMUNICATION**. Both CCA and Bucks agree to provide a mechanism for outreach and communication to the CCA community about the educational and economic benefits of higher education, as well as the requirements for participation and enrollment procedures to staff, parents, and students.

This outreach and communication will consist of a student orientation, student and parent/guardian information session, and promotional materials (including a letter of invitation), and a student Letter of Commitment.

XIII. **AMENDMENT/WAIVER**. This MOU cannot be amended, modified, or revised unless done in writing and signed by both parties. No provision may be waived except in writing and signed by both parties.

The failure by either party to enforce any provision of this MOU or to require performance by the other party will not be construed to be a waiver or in any way affect the right of either party to enforce such provision thereafter.

Either party may terminate this MOU upon ninety (90) days' prior written notice to the other. If any provision of the MOU is found to be unenforceable, that provision will be severed, and the remainder of this MOU will continue in full force and effect.

CCA and Bucks agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.

Signatures of Parties

For Commonwealth Charter Academy:

Thomas D. Longenecker
President & CEO

10/9/24
Date

Stephanie McHugh
Senior Vice President of Career Readiness

Date

For Bucks County Community College:

Patrick M. Jones, Ph.D.
President & CEO

10/15/25
Date

ADDENDUM

COURSES

The courses available to CCA learners are regular college courses available to all members of the Bucks student body.

Bucks will work with CCA to identify courses that align to both high school graduation requirements and those commonly found in college-level general education curricula, but students will not be limited as to what courses they may choose.

Any high school courses that are identified as potential candidates for cross-listing in the Bucks catalog as college coursework will be evaluated by Bucks faculty and deans in the appropriate subject area. CCA agrees to incorporate any feedback resulting from this review into the ultimate course offered to students participating in the program.

For Bucks Course Catalog, go to: www.bucks.edu and select: *Bucks for Students* and links to the "Course Catalog" for course descriptions and "Register for Courses" for course sections by academic term.

FEES & COSTS

Tuition:

- In-County - $130/credit
- Non-Sponsored County - $195/credit
- Out-of-County - $340/credit

Course Fees: Specific Course Fees related to courses with a laboratory component or special supplies will be billed to CCA along with tuition.

Books: As required by faculty and noted in course syllabi. CCA will purchase the textbooks related to those classes held on Bucks Campuses (including Bucks Online).

Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Central Penn College

This concurrent credit Agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a Grade K-12 public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **CENTRAL PENN COLLEGE**. This Agreement shall be effective for three (3) years from July 1, 2024, through June 30, 2027, and will automatically renew for one-year periods unless otherwise stipulated by CCA and CENTRAL PENN COLLEGE.

Background

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 7-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including postsecondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in Grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

Articulation Defined

PDE defines "articulation" as, "a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning." 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing "articulation" as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

In consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be bound agree to the following terms:

TERM

The term of this Agreement shall be for three (3) years from July 1, 2024, through June 30, 2027, and shall automatically renew for one-year periods unless otherwise terminated by either party.

STUDENT ELIGIBILITY/ENROLLMENT CRITERIA

1. Students who meet all of the following criteria are qualified to participate in the dual credit program and will be enrolled in CENTRAL PENN COLLEGE courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to CENTRAL PENN COLLEGE upon request. At a minimum, CCA students shall meet the following eligibility criteria:
    a. Student must be in Grades 10-12 for the Dual Enrollment Pathway Program, registered for the programs, courses, training, and other educational offerings of CENTRAL PENN COLLEGE as agreed to by CCA and CENTRAL PENN COLLEGE.
    b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program via the CCA protocols and/or the admissions procedures of CENTRAL PENN COLLEGE.
    c. Student must maintain a 2.5 cumulative GPA at CCA or otherwise qualify (e.g. certain courses have pre-requisite requirements that must be met).
    d. Student must complete one semester of non-credit, credit, or certificate programs with CCA prior to enrollment.
    e. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.
    f. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
    g. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by CENTRAL PENN COLLEGE and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
    h. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.

i. Courses are non-remedial.
ii. Courses are taught at a postsecondary or collegiate expectation/standard.
iii. Courses are identical to traditional CENTRAL PENN COLLEGE courses.
iv. Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.

i. Student eligibility must be verified each term by CCA.

2. Exceptions to the above eligibility requirements may be made for CCA learners of any grade level who exhibit readiness for college-level coursework through agreement between CCA and via the CENTRAL PENN COLLEGE process as approved by CCA and CENTRAL PENN COLLEGE. Learners in grades lower than Gr. 10 may participate only in online courses.

3. CENTRAL PENN COLLEGE shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a D or better in each dual credit course.

COURSES AND CREDITS

4. CCA students enrolled in Grades 10-12 in the Dual Enrollment Pathway Program may register for courses, programs, training, and other educational offerings (IHE courses) of CENTRAL PENN COLLEGE, as agreed to by CCA and CENTRAL PENN COLLEGE.

5. Courses offered under this Agreement are inclusive of all courses offered at CENTRAL PENN COLLEGE, pending available seats in programs. CCA's CEO or designee may, in consultation with CENTRAL PENN COLLEGE, also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.

6. CENTRAL PENN COLLEGE will award credits at or through CENTRAL PENN COLLEGE to the CCA students in the same manner as those awarded to other individuals enrolled at CENTRAL PENN COLLEGE.

7. The courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.

8. CCA shall weight the high school credits earned by a student for completion of an IHE course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.

9. The courses will be taught by CENTRAL PENN COLLEGE staff and available to the CCA students online, in-person, or a combination thereof for the Dual Enrollment Pathway.

10. CENTRAL PENN COLLEGE will allow CCA to review appropriate course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this Agreement.

11. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and CENTRAL PENN COLLEGE. CENTRAL PENN COLLEGE staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in CENTRAL PENN COLLEGE courses.

FEES AND PAYMENT

12. CCA will pay CENTRAL PENN COLLEGE the fees and costs set forth in the Attachment to this Agreement. Any additional costs or fees will be included in invoicing from CENTRAL PENN COLLEGE to CCA. CCA learners and families will not receive a bill, invoice, or request for payment. CCA will receive separate invoicing which shall include any additional cost for learning materials. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.

13. CCA students who enroll in CENTRAL PENN COLLEGE courses outside of CCA's internal approval are subject to CCA's and CENTRAL PENN COLLEGE's academic and financial policies.
    a. Withdrawals: Students who wish to be removed from their dual credit program class(es) must follow the CENTRAL PENN COLLEGE Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Students may receive a W grade or an F on their CENTRAL PENN COLLEGE transcript, as long as the student has met the appropriate deadlines as outlined by the CENTRAL PENN COLLEGE academic calendar on the CENTRAL PENN COLLEGE website. The CENTRAL PENN COLLEGE refund policy appearing in the current Catalog (page 49 of the 23-24 Central Penn College Course Catalog) will be followed:
    https://www.centralpenn.edu/course-catalog/

14. CENTRAL PENN COLLEGE will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at CENTRAL PENN COLLEGE. Should CENTRAL PENN COLLEGE determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, CENTRAL PENN COLLEGE will contact CCA prior to seeking payment or proceeding with the student's enrollment.

15. CENTRAL PENN COLLEGE shall invoice CCA after enrollment is confirmed. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

16. CENTRAL PENN COLLEGE agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. CENTRAL PENN COLLEGE further agrees to keep confidential any proprietary information shared with it by CCA. CENTRAL PENN COLLEGE will sign such documents provided by CCA to confirm compliance with the forgoing.

    a. FERPA guidance FERPA guidance states, "If the student is under 18, the parent/s still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. Additionally, the postsecondary institution may disclose personally identifiable information from the student's education records to the parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules." (https://studentprivacy.ed.gov/faq/if-student-under-18-enrolled-both-high-school-and-local-college-do-parents-have-right-inspect)

PARTNERSHIP: TERMINATION AND RENEWAL

17. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating part thirty (30) days written notice. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in CENTRAL PENN COLLEGE courses at the time of termination shall remain enrolled through the end of the course(s).

18. This Agreement shall automatically renew for one-year periods unless terminated by either party.

19. CCA and its employees and CENTRAL PENN COLLEGE and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.

20. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney's fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties' duties under this Agreement.

SIGNATURES

CCA and CENTRAL PENN COLLEGE agree not to discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

College Signatures

Date: 7-16-2024

Dr. Linda Fedrizzi-Williams
President, CENTRAL PENN COLLEGE

Date: 7-16-2024

Dr. Krista Wolfe
VP Academic Affairs/Provost, CENTRAL PENN COLLEGE

CCA Signatures

Date: 6/12/2024

Thomas D. Longenecker
President and CEO
Commonwealth Charter Academy Charter School

ATTACHMENT 1

COURSES/PROGRAMS

All courses designated as appropriate by CENTRAL PENN COLLEGE and CCA placement are eligible.

https://www.centralpenn.edu/course-catalog/

Note: additional courses may be added from the full catalog of offerings at any time, upon agreement between CCA and CENTRAL PENN COLLEGE.

COURSE LIMIT: Unless otherwise agreed to by CCA and CENTRAL PENN COLLEGE, students are permitted to take no more than eight (8) courses during their tenure with Central Penn College.

FEES

Tuition
Each 3 cr. course is $350.00
Each 4 cr. course (course + lab) is $450.00

Fees
No additional fees are charged for dual credit

Books & Supplies
Estimate $200 per course, but may fluctuate by learner and by course

**Tuition and fees listed are subject to change by the Board of Trustees. When changes are made, notice will be given as far in advance as possible.*

Course Enrollment Agreement between Cheyney University of Pennsylvania and Commonwealth Charter Academy Charter School

Preface

Cheyney University of Pennsylvania (Cheyney University or Cheyney or University) and Commonwealth Charter Academy Charter School (CCA) enter into this Course Enrollment Agreement (Agreement) to provide CCA students in their junior and senior years of high school an opportunity to participate in an early college experience through Cheyney University Dual Enrollment Program.

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment courses, and concentrated Career and Technical Education programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. CCA specializes in providing an online, personalized learning experience to students in grades K-12 in Pennsylvania in order to prepare them for college, career, and life.

Cheyney University offers an Aquaculture Research and Education Laboratory (AREL) program that provides an academic and professional specialization in the culture of growing aquatic animals and plants in controlled environments. CCA operates its AgWorks at CCA program, which provides exploratory and educational experiences for students in the fields of aquaculture and controlled environment agriculture to students in grades K-12. In order to expand the learning opportunities for its student's CCA desires to partner with Cheyney University to offer learning experiences in the University's AREL program to CCA students.

The Pennsylvania Department of Education recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of their own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses. This Agreement facilitates CCA's purchase of courses from Cheyney University consistent with this guidance, on a per-seat basis, with a seat consisting of one student in one course. These courses may be in the AREL program or in such other programs as CCA and Cheyney University may from time to time agree. The courses under this Agreement will be included in exhibits appended hereto.

The Cheyney University

Cheyney University provides high school students with early admission to the University and a jump start on earning college credits in general education courses that are required for Bachelor's degree programs.

For this Agreement, CCA students can participate and remain actively enrolled on the condition that they:

a) Are in good academic and behavioral standing at their current high school;
b) Are recommended by a teacher, guidance counselor or principal from their high school;
c) Complete a Cheyney University Course Enrollment Intent form at the time of admission to Cheyney University;
d) Maintain satisfactory grades in University courses taken during the program under the Agreement; and
e) Are not subject to any student conduct sanctions at Cheyney while participating in the program.

In addition, students who choose to matriculate with Cheyney after high school graduation shall:

f) Enroll at Cheyney within one year of high school graduation;
g) Satisfy all other regular Cheyney admissions requirements.

Students shall be subject to the respective policies of the institution that they are attending. In addition, CCA students shall be subject to all Cheyney policies upon enrollment in the program.

Obligations of Cheyney University:

To facilitate the enrollment of CCA students to Cheyney, Cheyney's obligations under this Agreement shall be:

1. To provide early college opportunity programs through this Agreement that help students get a head start in Cheyney credits required for degree completion at Cheyney and that could be transferrable to other colleges.
2. To send a Cheyney letter of admission to all participants who complete a Cheyney University Dual Enrollment Program Admissions Intent form and who meet the conditions set forth in this Agreement. Course enrollments for the fall semester must be confirmed by July 15. Course enrollments for the spring semester must be confirmed by December 1. All regular University admissions requirements must be satisfied. Students will be governed by the Cheyney degree requirements in effect at the time of admission to Cheyney.
3. To invite students to an informational meeting with Cheyney faculty and staff once each semester at Cheyney to learn and explore different academic disciplines at Cheyney.
4. To offer freshman and sophomore level general education courses in a flexible delivery format to CCA students that may be used for dual or replacement credit, as determined by CCA students prior to high school graduation.
5. To provide residential summer experiences where students continue to earn college credits, are exposed to co-curricular, cultural and civic experiences that provide an early transition to university life.
6. To ensure that students will be provided with Cheyney financial aid information and receive full consideration for Cheyney financial aid upon matriculation at Cheyney by at least their participation in the final summer residence experience.
7. To encourage CCA graduates to matriculate to Cheyney after completion of the Cheyney University Dual Enrollment Program and upon high school graduation, Cheyney agrees to the following:

- To waive the admissions application fee for students who matriculate at Cheyney pursuant to this Agreement.
- To defer the advanced registration deposit for students who enroll at Cheyney by May 1st for fall semester and November 1st for spring semester.
- To award academic scholarships on a first-come, first-serve basis to qualified CCA graduates who enroll full-time (12 or more credits a semester) at Cheyney, are Pennsylvania residents and who graduate from CCA with a final high school GPA between 3.0 to 4.0. Scholarships are based on available funding.
- Students may be eligible for admission into the Honors Academy and receive a Keystone scholarship covering tuition, fees, room and board, based on the condition that they complete their Cheyney University admissions and financial aid process, and confirm their intention to attend Cheyney by the advertised deadline set by the Enrollment Management division. Applications submitted after these dates will be considered only if vacancies in the Honors Academy still exist.
- All CCA graduates must complete the FAFSA and the Cheyney University Financial Aid process. The Keystone scholarship is calculated as a last dollar award and is applied to a student's account after all other forms of grants and scholarships are applied. Regardless of the amount of financial aid a student receives (through Pell or PHEAA), the Keystone scholarship will cover any remaining costs to attend the University, as outlined above. The package is the same for all students. However, the scholarship award varies based on a student's financial aid.

Obligations of CCA

To facilitate the enrollment of CCA students to Cheyney, CCA's obligations under this agreement shall be:

1. To publicize this Agreement to CCA students in its literature and as part of its regular college preparation functions, and to inform students qualified to participate in the Cheyney University Dual Enrollment Program of the opportunity for admission to Cheyney under the terms of this Agreement.
2. To provide Cheyney University with names and high school transcripts of prospective participants in each cohort so that Cheyney may invite their interest and intention to Cheyney University Dual Enrollment Program upon completion of their high school sophomore year. The letter will include an invitation to a meeting to discuss this opportunity.
3. To secure the written permission of CCA students for the sharing of academic records between CCA and Cheyney in order for Cheyney to assess the academic standing of CCA students upon request for admission. This permission shall meet all of the obligations under the Family Educational Rights and Privacy Act (FERPA).
4. To provide a shared space to facilitate learning at a CCA location that can accommodate the flexible delivery format of college courses during a fall and spring semesters.
5. CCA will pay Cheyney University the sum of **$175 per credit hour** for each student successfully enrolled in a Cheyney University class, and **$25 per student per class for eBooks and other materials.** Payment shall be made within 30 days of the receipt of any invoice which is not in dispute.

Joint Obligations

1. This Agreement will last for 5 years from the date of the final signature below. Either party may terminate this Agreement with 90 days' notice. Should either party terminate the Agreement prior to the completion of a semester/term, students will have the opportunity to complete their semester. In the event of a substantial breach, either party may terminate this Agreement.
2. Nondiscrimination. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act. Students are protected by Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. CCA agrees to cooperate with Cheyney in its investigation of claims of discrimination or harassment.
3. Reporting of Sexual Violence and Sexual Harassment. Both institutions agree that either will report to each other any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment. Cheyney's Title IX Coordinator: Robin Coward, rcoward@cheyney.edu, (610) 399-2430. CCA Title IX Coordinator: Jennifer Clarke, jclarke@ccaeducate.me, (717)710-3300.
4. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
5. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
6. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or Cheyney University.
7. This Agreement shall only be modified in writing with the same formality as the original Agreement.
8. The parties agree that students of the Dual Enrollment Program are students of both institutions and will be subject to Cheyney University's Student Code of Conduct as well as CCA's Learner Code of Conduct.
9. During the residential experience, if applicable, students who live in Cheyney's On Campus Residence Halls will be required to execute and abide by the terms and conditions of the Cheyney University Student Housing Contract Terms and Policies.
10. Each institution shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and shall release no information absent written

consent of the student and/or other legally authorized person unless required to do so by law or as dictated by the terms of this Agreement.

11. Pennsylvania Public School Code and Human Services Code Background Checks. CCA is subject to certain requirements in the Pennsylvania Public School Code and Human Services Code relating to employee and contractor background checks and reporting of suspected abuse recognition and reporting. CCA's Board of Trustees has adopted Board Policy 818 to address these requirements for independent contractors. Cheyney hereby agrees to comply with the applicable requirements of the Public-School Code and Human Services Code and CCA Board Policy 818. Cheyney will submit background check authorizations for background clearance of any of its employees and contractors who provide direct or virtual services to CCA students where such background clearances or clearance check authorizations are required to abide by the laws and ensure the safety of students. Cheyney may request a waiver from this requirement if it can demonstrate that Cheyney, and Cheyney's employees or contractors have completed a comparable background check that complies with State and Federal law.
12. This Agreement shall only be modified in writing with the same formality as the original Agreement. This Agreement represents the entire understanding between the parties. No other oral understandings or promises exist in regards to this relationship. In witness whereof, and intending to be legally bound hereby, the undersigned representatives of the parties, Commonwealth Charter Academy and Cheyney University of the Pennsylvania have executed this Agreement on the dates indicated:

Commonwealth Charter Academy Charter School

6/16/2021

Thomas D. Longenecker Date
President and CEO

Cheyney University

Cynthia A. Moultrie Date
Chief Financial Officer

6/17/2021

Kizzy Morris Date
Provost & Chief Academic Officer

University Legal Counsel Date

MEMORANDUM OF AGREEMENT
DUAL ENROLLMENT PROGRAMS

This MEMORANDUM OF AGREEMENT (hereinafter "Agreement") is made and entered into by and between the Community College of Allegheny County, with a principal business office located at 800 Allegheny Avenue, Pittsburgh, Pennsylvania 15233 (hereinafter referred to as "CCAC" or "the College"), and Commonwealth Charter Academy (hereinafter referred to as "CCA"). The effective date of this Agreement is August 1, 2024.

WHEREAS, CCAC is able to make courses available to secondary schools and other educational organizations and their students; and

WHEREAS, CCA desires to make CCAC's courses available to its students on the terms set forth in this Agreement;

WHEREAS, the Parties agree to be bound by the terms of the document entitled "Addendum to Agreement," which is hereby attached as Attachment A, in which is incorporated by reference into this Agreement.

NOW, THEREFORE, in exchange for the promises and mutual covenants set forth herein, and intending to be legally bound, CCAC and CCA agree as follows:

1. CCAC Dual Enrollment.

CCAC will make courses available to CCA students.

A. In order to be eligible to enroll in a course, CCA students must:

(1) Have their parents or legal guardians sign the CCAC application forms and related enrollment documents available on-line; and

(2) Meet all pre-requisites, placement and admission requirements established by CCAC for the course.

B. Credit hours and grades earned by CCA's students will become part of the enrolled student's official academic record at CCAC, and will be recognized in the same manner and to the same extent as credits earned by other students enrolled at CCAC. Although CCAC maintains articulation agreements with a number of four-year, degree-granting colleges and universities, CCAC cannot guarantee that credits earned at CCAC will be accepted for transfer by all colleges, universities or institutions.

2. General Duties and Responsibilities of CCA.

A. Identify students for potential enrollment in CCAC courses and direct and assist such students to complete CCAC's on-line Application for Admission and applicable registration forms.

B. Work cooperatively with CCAC to provide interested students with information regarding the transferability of credits earned at CCAC, and how to obtain confirmation of transferability from the specific institutions in which the student has interest.

C. Permit credit hours earned by students at CCAC to be counted towards the student's graduation requirements and/or other appropriate designations.

3. General Duties and Responsibilities of CCAC.

A. Register CCA students who complete CCAC's on-line Application for Admission and registration processes for CCAC Courses.

B. Provide enrolled students with access to services generally available to other CCAC students, including a CCAC student identification card and access to and usage of CCAC's academic support services and Student Life sponsored programs.

C. Provide student progress reports in the manner and form agreed upon by CCAC and CCA.

D. Provide enrolled students with a grade for each course completed and maintain such grade as part of the student's official CCAC academic record.

E. Provide official CCAC transcripts, upon a student's request and payment of the applicable fee, to other colleges and universities. CCAC charges a $5.00 fee for official transcripts. The CCA Community Class Reimbursement process may be followed for reimbursement of this cost.

F. Verify and confirm to CCA that CCAC employees have obtained all criminal record and child abuse clearances required under applicable law, including as required by the Pennsylvania Child Protective Services Law, 23PA. C.S.A. § 5344(a.1)(2), and that all individuals assigned to such classes are not precluded from serving in such assignment under applicable law based on the results of such background checks and clearances.

4. Primary Contacts for Dual Enrollment.

Primary contacts for each of the parties hereunder are as follows:

For CCAC

Vice President for Enrollment Services
Community College of Allegheny County
808 Ridge Avenue
Pittsburgh, PA 15212

For CCA
Senior Vice President of K-12 Career Readiness
Commonwealth Charter Academy
162 E. Bridge Street
Homestead, PA 15120

Unless otherwise designated in writing between the parties as provided herein, the parties' designated primary contacts shall also be designated to receive notices required by this Agreement, which will be deemed given when sent by registered or certified mail, postage prepaid and return receipt requested, to the addresses set forth above.

5. Tuition and Fees.

A. Any CCAC course with a course abbreviation of ACC, BUS, or CIT will be covered by the BNY Mellon Early College Program grant. This means all tuition, fees, textbooks, e-books, and software access needed for courses containing an ACC, BUS, or CIT abbreviation will be covered providing that an executed third-party sponsorship agreement (attached) is in place prior to a student being registered for classes.

B. If a student enrolls in courses that do not contain a course abbreviation of ACC, BUS, or CIT, then CCAC will invoice and bill CCA through third-party billing. In the event CCAC bills enrolled students directly for all tuition and fees, CCA families will be directed by CCA to forward the CCAC invoice to the CCA Career Readiness Department. Textbooks, e-books, and software access needed for all courses will be included in CCAC invoicing and third-party billing to CCA. Should the CCA student receive an invoice for these fees, CCA students will be directed to forward the invoice to CCA.

C. Withdrawals and tuition refunds will be subject to and governed by CCAC's established policies and procedures. CCA will reasonably assist CCAC to distribute and provide notice to students regarding CCAC's withdrawal and refund policies and procedures.

6. Term; Termination.

This Agreement will commence as of the date executed by each of the parties and will continue until terminated as provided herein. Either party may terminate this Agreement at any time, with or without cause, upon forty-five (45) days written notice to the other party; provided, however, that such termination will not take effect until after any DE Courses that are already in progress have been completed.

A. CCAC reserves the right to cancel any individual course or class section in the event of low or inadequate enrollment, provided that such determination is made prior to the first scheduled meeting date for the course or section.

7. Relationship of the Parties.

The relationship of the parties is that of independent contractors, and no tenancy, partnership, joint venture, agency, fiduciary, employment or other relationship is created by this Agreement or shall be deemed or construed to exist by reason thereof. Neither party shall have the authority

to contract for or bind the other in any manner, other than as may be strictly delineated within this Agreement.

8. Compliance with Laws.

Each party represents and warrants to the other that it shall at all times comply with all applicable federal, state and local statutes, ordinances, rules and regulations in connection with its performance of this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and all federal, state and local laws prohibiting discrimination in connection with the provision of educational programs and services.

9. Indemnification and Hold Harmless.

Subject to and with full reservation of any immunities and/or limitation of liability afforded by applicable law, each party agrees to defend, indemnify and hold harmless the other from and against any and all claims, damages, costs, and expenses, including reasonable attorney's fees, arising out of the performance of this Agreement, but only to the extent caused by the negligent acts or omissions of the party from whom indemnification is sought hereunder. To the fullest extent permitted by law, each party, for itself, its agents and employees, expressly waives any and all immunity or damage limitation provisions available under any workers compensation acts, disability benefit acts or other employee benefit acts, to the extent such statutory or caselaw otherwise would bar or limit the amount recoverable by the other party, or its agents and employees, under this indemnity provision.

10. Damages; Force Majeure.

Neither party shall be liable to the other for any consequential, special or incidental damages arising out of a breach of or failure to perform this Agreement. Neither party shall be liable for delay in performance of any obligation under this Agreement to the extent caused by any act of God, act of governmental authority, failure of transportation facilities, strikes or work stoppages, fires, floods, riots, acts of war or terrorism, or any similar extreme causes beyond the reasonable control of such party.

11. Governing Law.

This Agreement shall be governed by and interpreted in accordance with the substantive law of the Commonwealth of Pennsylvania, without regard to its choice of law provisions.

12. Entire Agreement; Non-Assignment.

This Agreement represents the entire understanding between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous oral or written understandings, agreements or promises between the parties with respect thereto. Neither party may assign, subcontract, or sublet this Agreement or its performance hereunder, in whole or in part, without the prior written consent of the other party. In the event of any conflict between the terms of this Agreement and any exhibit or attachment incorporated herein, the terms of this Agreement shall govern. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same

instrument. **This Agreement supersedes any and all other Dual Enrollment agreements between the parties.**

13. Modification; Counterparts.

This Agreement may not be amended, revised or modified except in a writing duly executed by each of the parties hereto.

[The remainder of this page is intentionally left blank. The signature page follows].

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective authorized representatives as of the date written below.

SCHOOL DISTRICT/SCHOOL NAME: Commonwealth Charter Academy (CCA)

PRESIDENT/CEO OR DESIGNEE: Tom Longenecker, President & CEO

SIGNATURE OF AUTHORIZED OFFICIAL:

DATE: 10/9/24

COMMUNITY COLLEGE OF ALLEGHENY COUNTY

COLLEGE PRESIDENT OR DESIGNEE: Dr. Stephen H. Wells

SIGNATURE: Stephen H Wells

DATE: 10/9/2024

ATTACHMENT

COURSES

Any CCAC course with a course abbreviation of ACC, BUS, or CIT will be covered by the BNY Mellon Early College Program grant. This means all tuition, fees, textbooks, e-books, and software access needed for courses containing an ACC, BUS, or CIT abbreviation will be covered providing that an executed third-party sponsorship agreement (attached) is in place prior to a student being registered for classes.

A separate Memorandum of Understanding/Agreement (and Attachment) governs CCA's & CCAC's dual credit offerings that are separate from the BNY Mellon Program.

FEES

The BNY Mellon Early College Program is covered through grant funding.
Non-BNY Mellon Early College Program courses and expenses are addressed in a separate Memorandum of Understanding/Agreement (and Attachment) governing CCA's & CCAC's dual credit offerings.

MEMORANDUM OF AGREEMENT
DUAL ENROLLMENT PROGRAMS

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WHEREAS, CCAC is able to make courses available to secondary schools and other educational organizations and their students; and

WHEREAS, CCA desires to make CCAC's courses available to its students on the terms set forth in this Agreement.

WHEREAS, the Parties agree to be bound by the terms of the document entitled "Addendum to Agreement," which is hereby attached as Attachment A, in which is incorporated by reference into this Agreement.

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CCAC will make courses available to the CCA students.

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(2) Meet all pre-requisites, placement and admission requirements established by CCAC for the course.

B. Credit hours and grades earned by CCA students will become part of the enrolled student's official academic record at CCAC and will be recognized in the same manner and to the same extent as credits earned by other students enrolled at CCAC. Although CCAC maintains articulation agreements with a number of four-year, degree-granting colleges and universities, CCAC cannot guarantee that credits earned at CCAC will be accepted for transfer by all colleges, universities, or institutions.

2. General Duties and Responsibilities of CCA.

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B. Work cooperatively with CCAC to provide interested students with information regarding the transferability of credits earned at CCAC, and how to obtain confirmation of transferability from the specific institutions in which the student has interest.

C. Permit credit hours earned by students at CCAC to be counted towards the student's graduation requirements and/or other appropriate designations.

3. General Duties and Responsibilities of CCAC.

A. Register CCA students who complete CCAC's on-line Application for Admission and registration processes for CCAC Courses.

B. Provide enrolled students with access to services generally available to other CCAC students, including a CCAC student identification card and access to and usage of CCAC's academic support services and Student Life sponsored programs.

C. Provide student progress reports in the manner and form agreed upon by CCAC and CCA.

D. Provide enrolled students with a grade for each course completed and maintain such grade as part of the student's official CCAC academic record.

E. Provide official CCAC transcripts, upon a student's request and payment of the applicable fee, to other colleges and universities. CCAC charges a $5.00 fee for official transcripts. The CCA Community Class Reimbursement process may be followed for reimbursement of this cost.

F. Verify and confirm to CCA that CCAC employees have obtained all criminal record and child abuse clearances required under applicable law, including as required by the Pennsylvania Child Protective Services Law, 23PA. C.S.A. § 5344(a.1)(2), and that all individuals assigned to such classes are not precluded from serving in such assignment under applicable law based on the results of such background checks and clearances.

4. Primary Contacts for Dual Enrollment.

Primary contacts for each of the parties hereunder are as follows:

For CCAC

Vice President for Enrollment Services
Community College of Allegheny County
808 Ridge Avenue
Pittsburgh, PA 15212

For CCA
Senior Vice President of K-12 Career Readiness
Commonwealth Charter Academy
162 E. Bridge Street
Homestead, PA 15120

Unless otherwise designated in writing between the parties as provided herein, the parties' designated primary contacts shall also be designated to receive notices required by this Agreement, which will be deemed given when sent by registered or certified mail, postage prepaid and return receipt requested, to the addresses set forth above.

5. Tuition and Fees.

A. CCAC will invoice and bill enrolled students directly for all tuition and fees due hereunder unless an executed third-party sponsorship agreement (attached) is in place prior to a student being registered for classes. For the DocuSign version of the Third-Party Sponsorship Agreement Form, see this link: https://www.ccac.edu/cost-and-aid/tuition-and-cost.php#third-party-sponsorship

B. Withdrawals and tuition refunds will be subject to and governed by CCAC's established policies and procedures. CCA will reasonably assist CCAC to distribute and provide notice to students regarding CCAC's withdrawal and refund policies and procedures.

6. Term; Termination.

This Agreement will commence as of the date executed by each of the parties and will continue until terminated as provided herein. Either party may terminate this Agreement at any time, with or without cause, upon forty-five (45) days written notice to the other party; provided, however, that such termination will not take effect until after any DE Courses that are already in progress have been completed.

A. CCAC reserves the right to cancel any individual course or class section in the event of low or inadequate enrollment, provided that such determination is made prior to the first scheduled meeting date for the course or section.

7. Relationship of the Parties.

The relationship of the parties is that of independent contractors, and no tenancy, partnership, joint venture, agency, fiduciary, employment or other relationship is created by this Agreement or shall be deemed or construed to exist by reason thereof. Neither party shall have the authority to contract for or bind the other in any manner, other than as may be strictly delineated within this Agreement.

8. Compliance with Laws.

Each party represents and warrants to the other that it shall at all times comply with all applicable federal, state and local statutes, ordinances, rules and regulations in connection with its performance of this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and all federal, state and local laws prohibiting discrimination in connection with the provision of educational programs and services.

9. Indemnification and Hold Harmless.

Subject to and with full reservation of any immunities and/or limitation of liability afforded by applicable law, each party agrees to defend, indemnify and hold harmless the other from and against any and all claims, damages, costs, and expenses, including reasonable attorney's fees, arising out of the performance of this Agreement, but only to the extent caused by the negligent acts or omissions of the party from whom indemnification is sought hereunder. To the fullest extent permitted by law, each party, for itself, its agents and employees, expressly waives any and all immunity or damage limitation provisions available under any workers compensation acts, disability benefit acts or other employee benefit acts, to the extent such statutory or caselaw otherwise would bar or limit the amount recoverable by the other party, or its agents and employees, under this indemnity provision.

10. Damages; Force Majeure.

Neither party shall be liable to the other for any consequential, special or incidental damages arising out of a breach of or failure to fulfill this Agreement. Neither party shall be liable for delay in performance of any obligation under this Agreement to the extent caused by any act of God, act of governmental authority, failure of transportation facilities, strikes or work stoppages, fires, floods, riots, acts of war or terrorism, or any similar extreme causes beyond the reasonable control of such party.

11. Governing Law.

This Agreement shall be governed by and interpreted in accordance with the substantive law of the Commonwealth of Pennsylvania, without regard to its choice of law provisions.

12. Entire Agreement; Non-Assignment.

This Agreement represents the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior or contemporaneous oral or written understandings, agreements or promises between the parties with respect thereto. Neither party may assign, subcontract, or sublet this Agreement or its performance hereunder, in whole or in part, without the prior written consent of the other party. In the event of any conflict between

the terms of this Agreement and any exhibit or attachment incorporated herein, the terms of this Agreement shall govern. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. **This Agreement supersedes any and all other Dual Enrollment agreements between the parties.**

13. Modification; Counterparts.

This Agreement may not be amended, revised or modified except in a writing duly executed by each of the parties hereto.

[The remainder of this page is intentionally left blank. The signature page follows].

ATTACHMENT 1

STUDENT ELIGIBILITY

Students who meet all of the following criteria are qualified to participate in the program and will be enrolled in CCAC courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to CCAC upon request.

1. At a minimum, CCA students shall meet the following CCA eligibility criteria:
    a. Student must be in Grades 7-12 and registered for the programs, courses, training, and other educational offerings of CCAC as agreed to by CCA and CCAC.
    b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program.
    c. Student must maintain a 2.5 cumulative GPA at CCA or otherwise qualify (e.g. certain courses have pre-requisite requirements that must be met).
    d. Student must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment.
    e. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.
    f. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
    g. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by CCAC and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
    h. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance: Courses are non-remedial; Courses are taught at a postsecondary or collegiate expectation/standard; Courses are identical to traditional CCAC courses; Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.

2. In consultation with CCAC, CCA may waive the eligibility criteria above for a student.

SPECIAL EDUCATION

CCAC agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. CCAC further agrees to keep confidential any proprietary information shared with it by CCA. Learners must initiate services for special education accommodations through the CCAC Office of Disability Services.

COURSES

Any course taken at CCAC that is aligned with the learner's interest or intended college or career plans is eligible for Dual Enrollment, pending agreement between CCAC and CCA (see #1). Certain academic programs at CCAC have program-specific admissions criteria, which must be met to earn acceptance into these programs.

COSTS/FEES/INVOICING

1. CCA will pay CCAC the fees and costs set forth in the Attachment to this Agreement. Any additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs necessary for the student's enrollment and participation in the course) will be included in invoicing from CCAC to CCA and CCA learners and families will not receive a bill, invoice, or request for payment. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.

2. CCA students who enroll in CCAC courses outside of CCA's internal approval are subject to CCA and CCAC's academic and financial policies.

3. CCAC will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at CCAC. Should CCAC determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, CCAC will contact CCA prior to seeking payment or proceeding with the student's enrollment.

4. CCAC shall invoice CCA after enrollment is confirmed. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

5. Effective Fall 2024, tuition is $126 per credit for Allegheny County residents. For out-of-county residents, tuition is $252 per credit. Updated information on tuition and fees can be found here: https://www.ccac.edu/cost-and-aid/tuition-and-cost.php#tuition-and-fees

PDE BACKGROUND

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 7-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017, Act 158 of 2018, and Act 55 of 2024, the General Assembly has approved alternate graduation pathways for public school students, including post-secondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in Grades K- 12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

Articulation Defined

PDE defines "articulation" as, "a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning." 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing "articulation" as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective authorized representatives as of the date written below.

SCHOOL DISTRICT/SCHOOL NAME: Commonwealth Charter Academy (CCA)

SUPERINTENDENT OR PRINCIPAL: Tom Longenecker, President & CEO

SIGNATURE OF AUTHORIZED OFFICIAL:

DATE: 4/9/2025

COMMUNITY COLLEGE OF ALLEGHENY COUNTY

COLLEGE PRESIDENT OR DESIGNEE: Provost and Chief Academic Officer

SIGNATURE: Stephen H Wells

DATE: 4/11/2025

Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Community College of Beaver County (CCBC)

This concurrent credit Agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a Grade K-12 public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Community College of Beaver County (CCBC)**. This Agreement shall be effective for three (3) years from August 1, 2023, through July 31, 2026, and will automatically renew for one-year periods unless otherwise stipulated by CCA and CCBC.

Background

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 7-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including postsecondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in Grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

Articulation Defined

PDE defines "articulation" as, "a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning." 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing "articulation" as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

In consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be bound agree to the following terms:

TERM

The term of this Agreement shall be for three (3) years from August 1, 2023, through July 31, 2026, and shall automatically renew for one-year periods unless otherwise terminated by either party.

STUDENT ELIGIBILITY/ENROLLMENT CRITERIA

1. Students who meet all of the following criteria are qualified to participate in the dual credit program and will be enrolled in CCBC courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to CCBC upon request. At a minimum, CCA students shall meet the following eligibility criteria:
    a. Student must in Grades 10-12 for the Dual Enrollment Pathway Program and Grades 11-12 for the High School Academy Program, registered for the programs, courses, training, and other educational offerings of CCBC as agreed to by CCA and CCBC.
    b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program via the CCA protocols and/or the admissions procedures of CCBC.
    c. Student must maintain a 2.5 cumulative GPA at CCA or otherwise qualify (e.g. certain courses have pre-requisite requirements that must be met).
    d. Student must complete one semester of non-credit, credit, or certificate programs with CCA prior to enrollment.
    e. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.
    f. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
    g. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by CCBC and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
    h. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.

i. Courses are non-remedial.
ii. Courses are taught at a postsecondary or collegiate expectation/standard.
iii. Courses are identical to traditional CCBC courses.
iv. Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.

i. Student eligibility must be verified each term by CCA.

2. Exceptions to the above eligibility requirements may be made for CCA learners of any grade level who exhibit readiness for college-level coursework.
   a. Dual Enrollment Pathway: exceptions to the eligibility requirements above may be made through agreement between CCA and via the CCBC Early Admission process as approved by the Associate Dean of programming.
   b. High School Academy Pathway: no exceptions may be made to the eligibility requirements above for High School Academies.

3. CCBC shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a D or better in each dual credit course.

COURSES AND CREDITS

4. CCA students enrolled in Grades 10-12 in the Dual Enrollment Pathway Program and those enrolled in Grades 11-12 in the High School Academy Pathway Program may register for courses, programs, training, and other educational offerings (IHE courses) of CCBC, as agreed to by CCA and CCBC.

5. Courses offered under this Agreement are inclusive of all courses offered at CCBC, pending available seats in programs. CCA's CEO or designee may, in consultation with CCBC, also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.

6. CCBC will award credits at or through CCBC to the CCA students in the same manner as those awarded to other individuals enrolled at CCBC.

7. The courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.

8. CCA shall weight the high school credits earned by a student for completion of an IHE course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.

9. The courses will be taught by CCBC staff and available to the CCA students online, in-person, or a combination thereof for the Dual Enrollment Pathway. CCBC requires any student participating in the High School Academies to participate in courses either online live synchronous or in-person.

10. CCBC will allow CCA to review appropriate course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this Agreement.

11. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and CCBC. CCBC staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in CCBC courses.

FEES AND PAYMENT

12. CCA will pay CCBC the fees and costs set forth in the Attachment to this Agreement. Any additional costs, academic fees (fees necessary for the student's enrollment and participation in the course, inclusive of Cengage e-book fees) will be included in invoicing from CCBC to CCA. CCA learners and families will not receive a bill, invoice, or request for payment. CCA will receive separate invoicing which shall include any additional cost for learning materials (textbooks not included with Cengage and lab kits necessary for the student's enrollment and participation in the course). This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.

13. CCA students who enroll in CCBC courses outside of CCA's internal approval are subject to CCA's and CCBC's academic and financial policies.
    a. Withdrawals: Students who wish to be removed from their dual credit program class(es) must follow the CCBC Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Students will receive a W grade on their CCBC transcript, as long as the student has met the appropriate deadlines as outlined by the CCBC academic calendar on the CCBC website. The CCBC refund policy will be followed: https://www.ccbc.edu/policies .

14. CCBC will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at CCBC. Should CCBC determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, CCBC will contact CCA prior to seeking payment or proceeding with the student's enrollment.

15. CCBC shall invoice CCA after enrollment is confirmed. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

16. CCBC agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. CCBC further agrees to keep confidential any proprietary information shared with it by CCA. CCBC will sign such documents provided by CCA to confirm compliance with the forgoing.

    a. FERPA guidance FERPA guidance states, "If the student is under 18, the parent/s still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. Additionally, the postsecondary institution may disclose personally identifiable information from the student's education records to the parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules." (https://studentprivacy.ed.gov/faq/if-student-under-18-enrolled-both-high-school-and-local-college-do-parents-have-right-inspect)

PARTNERSHIP: TERMINATION AND RENEWAL

17. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating part thirty (30) days written notice. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in CCBC courses at the time of termination shall remain enrolled through the end of the course(s).

18. This Agreement shall automatically renew for one-year periods unless terminated by either party.

19. CCA and its employees and CCBC and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.

20. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney's fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties' duties under this Agreement.

SIGNATURES

CCA and CCBC agree not to discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

College Signatures

Roger W. Davis

Date: 11/16/2023

Dr. Roger W. Davis
President, CCBC

Shelly L Moore

Date: 11/16/2023

Dr. Shelly Moore
VP Academic Affairs/Provost, CCBC

Lauren K Susan

Date: 11/16/2023

Lauren Susan
Associate Dean, High School Academies & Dual Enrollment, CCBC

CCA Signatures

Date: 11/15/2023

Thomas D. Longenecker
President and CEO
Commonwealth Charter Academy Charter School

ATTACHMENT

COURSES/PROGRAMS

All courses designated as appropriate by the CCBC College Here and Now: High School Pathways programs, including but not limited to:

a. High School Academy Program Pathways- course curriculum list on each below website:
   https://www.ccbc.edu/aviation-academy
   https://www.ccbc.edu/health-academy
   https://www.ccbc.edu/stem-academy
   https://www.ccbc.edu/criminal-justice-academy
   https://www.ccbc.edu/high-school-academies

b. Dual Enrollment Program- students may take any college course listed in CCBC's Course Search for each semester if they have met all pre-requisites; proper placement required.

Note: additional courses may be added from the full catalog of offerings at any time, upon agreement between CCA and CCBC.

FEES

Tuition
Beaver County Student Tuition: $182.00 per credit
Out-of-Beaver County Student Tuition: $273.00 per credit

Fees
General Student Fee: $24.00 per credit per semester
Technology Fee: $37.00 per credit per semester
Capital Fee: $31.00 per credit per semester (out of Beaver County students only)
High School Academy Fee: $25.00 per semester

**Tuition and fees listed are subject to change by the Board of Trustees. When changes are made, notice will be given as far in advance as possible.*

Community College of Philadelphia

Agreement between
COMMUNITY COLLEGE OF PHILADELPHIA
On behalf of the Division of Strategic Initiatives and Community Engagement
And
Commonwealth Charter Academy Charter School

This Agreement between Commonwealth Charter Academy Charter School a Pennsylvania public cyber charter school, located 1000 Sandy Hill Rd #150, Norristown, PA 19401, and Community College of Philadelphia, a public institution of higher education, located at 1700 Spring Garden Street, Philadelphia, PA 19130, on behalf of the College's Division of Strategic Initiatives and Community Engagement is entered on this first day November 2024.

Whereas, pursuant to Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, school entities, as defined therein, must enter into agreements with institutions of higher education approved to operate in the Commonwealth of Pennsylvania to permit CCA's students to attend the institution of higher education while enrolled in CCA;

Whereas, Community College of Philadelphia is an institution of higher education approved to operate in the Commonwealth of Pennsylvania which offers dual enrollment programming for secondary education students;

Whereas, to fulfill the requirements of Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, CCA desires to contract with CCP to provide dual enrollment academic programming for its students;

NOW, THEREFORE, in consideration of the mutual covenants, undertakings and promises contained herein, the parties hereto, intending to be legally bound, agree to the following terms and conditions:

1. Term and Termination. This Agreement shall commence as of November 1, 2024, and shall be for a term of one year, and thereafter shall be renewed for additional one-year terms, unless either Party shall give the other written notice of its intent not to renew this Agreement within ninety (90) days prior to the expiration of the then current term. This Agreement may be terminated at any time by mutual consent. This Agreement may be terminated without cause upon at least ninety days' written notice by either Party; provided however that such termination shall not be effective until completion of any academic programming for the students who are currently enrolled in any courses at the time of the termination notice. Either party may terminate this Agreement in the event of a material breach of the Agreement by the other party if the non-breaching party has given written notice of such breach, and the breaching party has not cured the breach within thirty (30) days of such notice. In the event this Agreement is terminated due to CCA's breach, CCA shall remain obligated to provide payment for all services provided by CCP through the effective date of termination pursuant to the terms set forth in this Agreement.

2. Academic Services. In accordance with CCP's admission and testing policies as more fully specified in Section 6 of this Agreement, students from CCA may enroll in the Advance at College or Summer ACE program or other credit courses at CCP's Main Campus and/or Regional Centers. At CCP's discretion, the courses may be offered in-person, fully online, or in a hybrid format. CCA will have responsibility for advising students as to how to align courses with CCA graduation, program, or pathway requirements.

3. Credits. The credits earned by students enrolled in courses at CCP pursuant to this Agreement shall be the same credits offered to postsecondary students enrolled at CCP.

4. Payment. [1] CCA will pay the full tuition and fees for any students taking courses in CCP's Advance at College (dual enrollment), Summer ACE program, or other credit courses at CCP's Main Campus or Regional Centers. CCP will invoice CCA each semester that a CCA student takes a course at CCP. CCA shall also pay the full cost of any required textbooks or course materials and supplies. The charges for the course and fees do not include textbooks. CCA will purchase textbooks and supplies for enrolled students and will be separately invoiced for the costs of textbooks and supplies. Payment must be submitted within ten days upon receipt of the invoice from CCP or students may be dropped from the class. CCA understands and agrees that it will be required to pay for the course (tuition and fees) and textbooks even if a student or students withdraw from the course or the program on or after the first day of class. Payment by CCA is not contingent upon a student's completion of or performance in any or all courses and/or any other restriction other than enrollment. Courses offered at CCP will not exceed CCP's current rate per credit/per course/per student. *Tuition charges will be determined based upon the Student's residency*

5. Staffing. CCP will provide qualified faculty to facilitate and teach courses as is the standard process under the Advance at College and Summer ACE programs.

6. Applications for Admission. Student applications used for admission to the Advance at College (dual enrollment) program and/or the Summer ACE program are the current applications as supplied/published electronically or on paper and must be submitted to the appropriate College office as directed on or before the mutually agreed upon date between the two parties. Application submission dates must be in advance of any established application and processing deadlines established by CCP for the relevant semester(s) students are enrolled. CCP reserves the right not to accept applications received after this mutually agreed upon date. All students who have applied to Advance at College (dual enrollment) are required to go through CCP's processes to determine proper course placement, unless otherwise determined by CCP. Students who have successfully completed credit bearing courses will be given one free official transcript that can be applied toward their course of study at CCP upon high school graduation or at another postsecondary institution of their choice.

[1] Current Advance at College in-county rate is $159 per credit. Current Summer ACE rate is $250 per course/per student. Rates subject to change. Payee will be notified in advance of any change in costs related to this agreement.

7. Confidentiality, Student Records. CCA acknowledges that CCP is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and its implementing regulations, which limit the transfer and re-transfer of education records and personally identifiable information in education records, including but not limited to any academic or grade information, attendance, truancy, discipline, receipt of special education services or supplementary educational services, social security or public benefits, or information as to race, ethnicity or disability. CCP designates CCA as a School Official under FERPA with legitimate educational interests in the education records and/or personally identifiable information of the students served under this Agreement. To the extent CCP shares any education records and/or personally identifiable information with CCA, CCA acknowledges that it will receive such education records and/or personally identifiable information in its capacity as School Official, and will comply with all FERPA requirements with regard to such information, including using such information only for the purpose for which the disclosure was made; keeping such information in strict confidence; and maintaining such information in a secure manner. CCP shall transmit information or records protected by FERPA solely to the School employee listed in this section 7: Stephanie McHugh, Ed.D., CCA Senior Vice President for K-12 Career Readiness, 162 E. Bridge Street, Homestead, PA 15120, smchugh@ccaeducate.me or designee.

   If CCA is also subject to FERPA (*i.e.*, CCA receives funds under programs administered by the U.S. Department of Education), CCA also designates CCP as a School Official and may release education records and personally identifiable information to CCP in accordance with FERPA. CCA may transfer records to Megan Barbano-Maxwell, Division of Access and Community Engagement, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130, Room S3-03, mbarbanomaxwell@ccp.edu.

8. Non-Discrimination. The parties hereto shall act in a nondiscriminatory manner regarding this Agreement and the participation of any student in any program shall not be based on race, color, religion, sex, sexual orientation, gender identity, national origin, age, veteran status and/or disability or any other status protected by federal, state or local law. The parties agree to provide reasonable accommodation(s) to permit a student with a disability to participate in the programs/courses to the extent that such would not fundamentally alter the program/courses or place an undue burden on the parties.

9. Independent Contractor. This Agreement does not create any partnership, joint venture, or other similar business arrangement between the parties. CCA is considered to be independently contracting with CCP and does not have any relationship with CCP other than as an independent contractor. CCA is not authorized to speak for or bind CCP with third parties in any manner. CCA and/or CCA's employees and agents are not entitled to CCP-paid compensation, insurances or benefits of any kind.

10. Indemnification. CCA agrees to defend, indemnify and hold harmless CCP and its directors, trustees, officers, employees, and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney's fees and expenses incurred in defense thereof) relating to: (1) breach by CCA of this Agreement; or

(2) the negligent acts or omissions by CCA or any of its directors, officers, trustees, agents, employees, faculty or students in connection with their participation in dual enrollment programs and/or pertaining to this Agreement. CCP agrees to indemnify and hold harmless CCA and its directors, trustees, officers, employees and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney's fees and expenses incurred in the defense thereof) relating to: (1) breach by CCP of this Agreement; or (2) the negligent acts or omissions by CCP or its directors, officers, trustees, employees, faculty, or agents in connection with the dual enrollment programs and/or pertaining to this Agreement. Any indemnity granted by CCP shall be subject to the immunities and limitations on liability set forth in the Political Subdivision Tort Claims Act (the "Tort Claims Act"), 42 Pa. C.S.A. §§ 8541-8564, and the statutory limits thereof and any other immunity to which CCP is entitled. The provisions of the Tort Claims Act are incorporated by reference herein. Nothing shall be construed as waiving any of CCP's rights or immunities granted by the Tort Claims Act or as conferring upon third parties any rights against CCP not specifically granted by the Tort Claims Act. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification as provided for above; provided, however, that failure to give such notice shall not be a waiver of a party's right to indemnification from the other. The indemnification obligations under this Agreement survive the expiration or termination of this Agreement.

11. Insurance. Each party shall maintain the following insurance with an insurance company with a reputable insurance carrier authorized to do business within the Commonwealth of Pennsylvania: (a) *Workers' Compensation and Employer's Liability*. Workers' Compensation limits shall be the statutory limits and employers' liability insurance, with limits of (1) $100,000 Each Accident–Bodily Injury by Accident; (2) $100,000 Each Employee-Bodily Injury by Disease; and (3) $500,000 Policy Limit-Bodily Injury by Disease; and (b) *General Liability Insurance*. Limit of Liability: $1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability; $2,000,000 general aggregate. The general liability insurance shall cover: premises operations; personal injury liability; employees and volunteers as additional insureds; broad form property damage. Each party shall provide the other party with a Certificate of Insurance prior to commencing services under this Agreement.

12. Headings. All paragraph and other headings and captions used herein are for convenience of reference only and shall not be used in the interpretation or construction hereof.

13. Notices. Notification to CCP required by this Agreement should be addressed to Dr. David E. Thomas, Vice President, Strategic Initiatives & Community Engagement, M2-34C, 1700 Spring Garden St. Philadelphia, PA 19130, dthomas@ccp.edu. Notification to CCA required by this Agreement should be addressed to Dr. Stephanie McHugh, Senior Vice President K-12 Career Readiness, 162 E. Bridge Street, Homestead, PA 15120, smchugh@ccaeducate.me

14. Entireties. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements or understandings with respect to the subject matter hereof.

This Agreement may not be modified or amended except by written agreement signed by each party hereto.

15. Governing Law. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, and any dispute arising under this Agreement will be heard exclusively in the state or federal courts in Philadelphia, Pennsylvania.

16. Execution and Counterparts. Provided that all parties execute a copy of this Agreement, this Agreement may be executed in counterparts, each of which shall constitute an original, and all of which together shall constitute one and the same document. This Agreement may be executed by the parties and transmitted by facsimile or electronic transmission, and, if so executed and transmitted, shall be as effective as if the parties had delivered an executed original of this Agreement.

IN WITNESS WHEREOF, THE PARTIES HAVE CAUSED THIS AGREEMENT TO BE EXECUTED ON THE DATE FIRST WRITTEN ABOVE BY THEIR DULY AUTHORIZED AGENTS AND INTEND TO BE LEGALLY BOUND.

ACCEPTED FOR COMMUNITY COLLEGE OF PHILADELPHIA

David E. Thomas

Dr. David Thomas
Vice President, Strategic Initiatives
and Community Engagement

Date: 11/18/2024

Donald Generals (Nov 18, 2024 13:57 EST)

Donald Generals, Ed.D, President

Date: 11/18/2024

ACCEPTED FOR COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL (CCA)

Thomas D. Longenecker
President and CEO
Commonwealth Charter Academy

Date: 11/13/2024

The billing address is: 1000 Sandy Hill Rd #150, Norristown, PA 19401

Addendum

Approved CCP courses under this agreement

Pending CCA and CCP agreement, pursuant to existing CCP policies and procedures evident in their handbooks and on the website, and upon review of relevant course documentation (i.e., course catalog descriptions, syllabi, student learning outcomes) to ensure appropriate concurrent placement, exceptions may be made to take part in the Advance at College dual enrollment program for learners in high school grade levels 9th and 10th who exhibit readiness for college-level coursework via CCP's established placement process. To ensure appropriate course selection aligned with state-approved high school graduation requirements, course guidance and selection for dual enrollment students is offered and facilitated through CCP's Office of K-16 Partnerships. As with all enrolled students, CCP's staff, faculty, and student support programs and resources, with the exception of collegiate athletics, are accessible to CCA learners.

Under this agreement, CCA students may take the following courses at the College:

- Culinary:
  - CULA 161 Food Service, Safety, & Sanitation
  - CULA 170 Elementary Food Preparation, Principles, Practice
- Tourism & Hospitality Management
  - THM 110 Introduction to the Hospitality Industry
  - THM 112 Introduction to Tourism
- Automotive Technology
  - AT 100 Introduction to Automotive Technology
- American Sign Language
  - ASL 101 Elementary American Sign Language 1
  - ASL 102 Elementary American Sign Language 2
- Biomedical Technology
  - BMET 101 Biomedical Equipment Technology 1
  - BMET 102 Biomedical Equipment Technology 2
- Biology
  - BIOL 108 Essentials of Human Anatomy & Physiology
- Electronics
  - ELEC 120 Direct and Alternating Current Circuits
- Foundational Math
  - FNMT 118 Intermediate Algebra

CCA's CEO or designee may, in consultation with the College also allow CCA students to take other courses through CCP to meet student interest and college or career preparation objectives, and such additional courses.

CCA acknowledges that course offerings are subject to CCP's scheduling policies and vary by term. CCP does not guarantee seats for CCA students.

Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Elizabethtown College

This concurrent credit agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by ***Elizabethtown College***. This Agreement shall be effective ***4/1/23***.

Background

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in grades 7-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 168 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including post-secondary and career and technical education coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

Course Offerings and Credit

1. CCA students enrolled in grades 7-12 may register for the courses, programs, training, and other educational offerings (IHE Courses) of ***Elizabethtown College*** as agreed to by CCA and ***Elizabethtown College***.

2. The IHE Courses offered under this Agreement are included in Attachment 1; however, CCA's CEO or designee may, in consultation with ***Elizabethtown College*** also allow CCA students to take other IHE Courses through ***Elizabethtown College*** to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.

3. ***Elizabethtown College*** will award credits at or through ***Elizabethtown College*** to the CCA students in the same manner as those awarded to other individuals enrolled at ***Elizabethtown College***.

4. The IHE Courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.

5. CCA shall weight the high school credits earned by a student for completion of an IHE course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement Program courses at CCA.

6. The IHE Courses will be taught by ***Elizabethtown College*** staff and available to the CCA students online, in-person, or a combination thereof.

7. ***Elizabethtown College*** will allow CCA to review appropriate IHE Course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this agreement.

Enrollment, Fees, and Payment

8. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and ***Elizabethtown College***. ***Elizabethtown College*** staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in ***Elizabethtown College*** courses.

9. CCA will pay ***Elizabethtown College*** the fees and costs set forth in Attachment 1 to this Agreement, which shall be inclusive of books, test fees, instructor, certification of completion, and all other fees and costs necessary for the student's

enrollment and participation in the course. This amount is nonrefundable. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA.

10. CCA students who enroll in IHE Courses outside of CCA's internal approval are subject to CCA's and ***Elizabethtown College*** academic and financial policies.

11. ***Elizabethtown College*** will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at ***Elizabethtown College***. Should ***Elizabethtown College*** determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, ***Elizabethtown College*** will contact CCA prior to seeking payment or proceeding with the student's enrollment.

12. ***Elizabethtown College*** shall provide CCA an invoice for the course fees for each student 3 weeks prior to the start of the class. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

13. ***Elizabethtown College*** agrees to comply with all federal and state laws and CCA Board policies regarding health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. ***Elizabethtown College*** further agrees to keep confidential any proprietary information shared with it by CCA. ***Elizabethtown College*** will sign such documents provided by CCA to confirm compliance with the forgoing.

Student Eligibility Criteria

14. Students will be enrolled in ***Elizabethtown College*** courses under this Agreement in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to ***Elizabethtown College***. At a minimum, CCA students shall meet the following CCA eligibility criteria:

    Student must:

    a. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
    b. Maintain a 2.5 cumulative GPA at CCA.
    c. Must complete 50% of his/her coursework at CCA.

d. Complete one semester of non-credit or credit certificate programs with CCA.
e. Not be involved in the academic escalation process.
f. Be satisfactorily meeting high school graduation requirements, as determined by CCA.

15. In consultation with the ***Elizabethtown College***, CCA may waive the eligibility criteria above for a student.

16. ***Elizabethtown College*** shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a grade of "D" or better in the course.

Termination and Renewal

17. This Agreement may be terminated by either party with 30 days' written notice to the other party. Any CCA students enrolled in the ***Elizabethtown College*** courses at the time of termination shall remain enrolled through the end of the course.

18. This Agreement shall automatically renew for one-year periods unless terminated by either party.

Date: 3/27/2023

John F. Champoli
Vice President for Enrollment
Elizabethtown College

Date: 8/9/2023

Thomas D. Longenecker
President and CEO
Commonwealth Charter Academy Charter School

Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Elizabethtown College

ATTACHMENT 1

COURSES

- EN 1160- Film as Literature
- HCA 1620- Health Care Policy
- HS 1080- Introduction to Human Services
- FS 1500- Foundations for Accelerated Learning
- Additional courses available once mutually agreed upon: Etown Course Listings

FEES

$100/credit + cost of books and/or course materials/fees

Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Harrisburg Area Community College

This concurrent credit Agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a K-12th Grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Harrisburg Area Community College (HACC)**. This Agreement shall be effective from August 1, 2023, through July 31, 2026, and will automatically renew for one-year periods unless otherwise stipulated by CCA and HACC.

Background

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 7-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including post-secondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in Grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq*.) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

HACC, Central Pennsylvania's Community College, is the first and largest of Pennsylvania's 15 community colleges. HACC offers approximately 100 career and transfer associate degree, certificate and diploma programs to approximately 17,000 students. Also the college serves students at its Gettysburg, Harrisburg, Lancaster, Lebanon, and York campuses; through virtual learning; and via workforce development and continuing education training. HACC is approved by the Pennsylvania Department of Education and is accredited by the Middle States Commission on Higher Education, one of six regional accreditation organizations recognized by the US Department of Education.

Articulation Defined

PDE defines "articulation" as, "a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning." 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing "articulation" as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

In consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be bound agree to the following terms:

COURSES AND CREDITS

1. CCA students enrolled in Grades 7-12 may register for courses, programs, training, and other educational offerings (IHE courses) of HACC, as agreed to by CCA and HACC.

2. Courses offered under this Agreement are inclusive of all courses offered at HACC, pending available seats in programs. CCA's CEO or designee may, in consultation with HACC, also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.

3. Upon CCA's request, HACC shall provide CCA with records of student course completion and final grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a grade of C or better in each course.

4. HACC will award credits at or through HACC to the CCA students in the same manner as those awarded to other individuals enrolled at HACC.

5. The Courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.

6. CCA shall weight the high school credits earned by a student for completion of a course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.

7. The courses will be taught by HACC staff and available to the CCA students online, in-person, synchronously, asynchronously, or a combination thereof.

8. CCA students who enroll in HACC courses outside of CCA's internal approval are subject to CCA's and HACC's academic and financial policies.

9. HACC will allow CCA to review appropriate course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this

Agreement.

10. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and HACC. HACC staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in HACC courses.

ELIGIBILITY/ENROLLMENT CRITERIA

11. Students who meet all of the following criteria are qualified to participate in the program and will be enrolled in HACC courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to HACC upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:
    a. Student must be in Grades 7-12 and registered for the programs, courses, training, and other educational offerings of HACC as agreed to by CCA and HACC.
    b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program (this may be obtained through admissions protocols).
    c. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by HACC and CCA (may include recommendations, entering and maintained GPA, standardized test scores, use of multiple measures, and placement exams, if necessary).
    d. Student must maintain a 2.5 cumulative GPA at CCA.
    e. Student must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment.
    f. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.
    g. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
    h. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
        i. Courses are non-remedial.
        ii. Courses are taught at a postsecondary or collegiate expectation/standard.
        iii. Courses are identical to traditional HACC courses.
        iv. Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.

12. In consultation with HACC, CCA may waive the eligibility criteria above for a student.

COSTS AND BILLING

13. HACC shall invoice CCA after the finalization of enrollment and student account reports. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

14. CCA will pay HACC the fees and costs set forth in the Attachment to this Agreement. Any additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs necessary for the student's enrollment and participation in the course) will be included in invoicing from HACC to CCA and CCA learners and families will not receive a bill, invoice, or request for payment. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.

15. HACC will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at HACC. Should HACC determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, HACC will contact CCA prior to seeking payment or proceeding with the student's enrollment.

SPECIAL EDUCATION & COMPLIANCE

16. HACC agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. HACC further agrees to keep confidential any proprietary information shared with it by CCA. HACC will sign such documents provided by CCA to confirm compliance with the forgoing.

17. HACC adheres to the Americans with Disabilities Act Amendments Act (ADAAA) and Sections 504 and 508. CCA students who wish to have access to accommodations, must identify to HACC's Student Access Services (SAS) and submit documentation to determine appropriate accommodations under the ADAAA. CCA acknowledges that some accommodations occurring at the secondary level may not be appropriate at the post-secondary level.

18. All HACC students have access to tutoring and academic coaching through the Learning Commons. HACC's SAS shall connect CCA students who are registered for accommodations to the Learning Commons for support.

PARTNERSHIP

19. CCA and its employees and HACC and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.

20. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating part thirty (30) days written notice. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in HACC courses at the time of termination shall remain enrolled through the end of the course(s). This Agreement shall automatically renew for one-year periods unless terminated by either party.

21. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney's fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties' duties under this Agreement.

Date: 09/05/2023

Dr. John Sygielski
President, HACC

Date: 8/9/2023

Thomas D. Longenecker
President and CEO
Commonwealth Charter Academy Charter School

ATTACHMENT 1

COURSES/PROGRAMS

Automotive Technology Program (first-semester courses only listed here; full Course Progression available)

1. AUTO 101, Automotive Fundamentals
2. AUTO 151, Braking Systems
3. AUTO 105, Fundamentals of Electrical/Electronics
4. AUTO 153, Suspension Systems

Radiology Informatics Program (Associate in Applied Science)

1. RADI 100 DICOM
2. RADI 101 HL7
3. RADI 102 QC, Security & Regulations
4. RADI 104, Intro to Rad for Informatics
5. RADI 110 Rad Basics for Informatics
6. RADI 202 PACS Systems
7. RADI 203 Electronic Health Records
8. RADI 204 Cardiology PACS
9. RADI 205 Project Management
10. RADI 206 Data Analytics

The full complement of Course Progressions for the HACC EMT and HACC EMR programs

30-Credit Liberal Arts Certificate

1. ENGL 101
2. ENGL 102
3. COMM 101
4. Humanities & Arts: HUM 101, PHIL 101, ENGL 107 or higher, a world language course
5. MATH 103, 111, 119, or 202
6. Science with Lab: ASTR 103, METR 101
7. Social & Behavioral Science: HIST 101, HIST 102, HIST 103, or HIST 104

HACC Business Pathway

1. BUSI 101
2. MKTG 201
3. ECON 201, 202
4. MGMT 201
5. ACCT 150, 151

HACC Entrepreneurship Diploma Program

1. ACCT 150 (2 cr)
2. ACCT 160 (2 cr)
3. ENTR 101 (3 cr)
4. ENTR 221 (3 cr)
5. MKTG 235 (3 cr)
6. Program Elective (3 cr)

FEES

Credit Courses = $175.00/credit
Textbook costs = range approximately $100-120

Non-credit Courses/Programs = $1,200 per student

HACC
Harrisburg Campus
CENTRAL PENNSYLVANIA'S COMMUNITY COLLEGE

Workforce Development & Continuing Education

Client Training Proposal/Agreement

Date: 8/15/2024
Client Company: CCA Commonwealth Charter Academy
Client Company Address: 1 Innovation Way, Harrisburg PA 17110
Prepared for Client Contact Person: Dr. Stephanie McHugh, Vice Provost of Career Readiness K-12
Prepared by HACC Employee: Danielle Bottiglieri, BLS Coordinator, EMS
HACC Organization: Workforce Development & Continuing Education Division

Introduction

Harrisburg Area Community College (HACC) is pleased to provide you with the following training proposal for your organization. Once duly executed, this document will serve as the agreement between **CCA Commonwealth Charter Academy** referred to as the "Client" and HACC to offer the training for your personnel as outlined below.

Course/Class Information

- **Course/class title**: Emergency Medical Technician
- **Prerequisites:** None
- **Applicable standards**: American Heart Association and PA Department of Health standards
- **Course/class location**: Public Safety Center One HACC Drive, Harrisburg PA 17110
- **Length of program**: 2024-2025 SY
- **Course/class schedule:**

Sessions	Training Dates & times	Course	Program Hours
32	Wednesdays 12:00-4:00	• EMT • American Heart Association – Basic Life Support	128 in person 100 online blended

YOURS.

LAK

- **Course materials/manuals**: Course Textbook will be included in contract price
- **Enrollment per class/section**: Minimum enrollment: 6 Maximum enrollment: 12
- **Attendance requirements**: Students must complete the entire session to receive a certificate of completion
- **Successful completion criteria**: As per AHA and DOH requirements, as outlined in the student policy manual
- **Certificates of Completion**: Will be issued by HACC after program completion
- **Certification testing/retesting**: As per AHA and DOH requirements, as outlined in the student policy manual
- **Continuing Education Credit**: N/A
- **Lead instructor/instructional staff**: Program Co-coordinator Danielle Bottiglieri
  Lead Instructors: Various Instructors

HACC Responsibilities

- Provide approved instructional staff/instructor to deliver training.
- Keep attendance records for all courses and class sessions.
- Inform Client management as to specific problems or concerns which may arise while conducting the training.
- Provide copies or a summary of student evaluations of instructor and course content for review upon request.
- Provide an invoice for training price in accordance with the agreement/proposal.
- Provide appropriate course materials as outlined above.
- Provide the following additional equipment/supplies in order to conduct the course/class:
    - Full equipment cache for program delivery
      Supplies as deemed necessary as communicated by the instructor.

Client Responsibilities

- **Notification** – The Client will notify HACC or the Lead Instructor of the course/class enrollment at least one (1) week prior to the class session so that sufficient course materials can be ordered and appropriate.
- **Insurance** – For courses occurring at facilities other than those owned by HACC, it will be the responsibility of the Client to assure the site is insured appropriately, to include general liability insurance, and Client shall name HACC as additional insured under its general liability insurance policy during the duration of the course.
- **Site access/ADA compliance** – For courses that are open to the public and occur at facilities other than those owned by HACC, it will be the responsibility of the Client to assure the training site is accessible and contains all necessary provisions in accordance with the American with Disabilities Act.
- **Disability services/accommodations** – A wide range of services are available through the college's Office of Disability Services for students with learning, medical, physical or psychological disabilities. If the Client has students attending classes with these or other types of disabilities and those students would like accommodations the Client will need to contact HACC prior to the start of the course/class in order to arrange for appropriate accommodations and referrals.
- **Required equipment/supplies** – Will be required by HACC if needed for classroom instruction.
- **Equipment condition** – Equipment provided by the Client to be used in the training course/class shall be free from defects and in safe working condition, to include installation of any safety devices/guards and completion of any required inspections in accordance with applicable laws or standards.
- **Equipment security/loss** – It is the responsibility of the Client to provide a safe and secure area for storage of any equipment or supplies provided by HACC for the duration of the course/class.
- **NOTES**: Orientation Day will occur at client's location at 1 Innovation Way Harrisburg PA 17110; all skill/ lab sessions thereafter will take place at HACC, PSC Entrance 5, North Hall Building

Pricing Information

- Course/class price: $1,500.00 per student Minimum 6 students Maximum 12 students
- Prices quoted above are in US dollars.
- Prices quoted are considered good for thirty days from the initial date of the proposal.

LAK

- If changes are made which deviate from this proposal, including number of enrollments, it may require a review and adjustment to the training price.
- **NOTES:** Tuition includes course textbook, AHA BLS textbook, AHA BLS card, student kits, uniform t-shirt and National Registry testing vouchers upon successful completion of EMT course and all its co-requisites. Contract is valid for 1 year and will expire 8/1/2025

Emergencies/Inclement Weather

- If a class is held at a Client's location, any changes to the class schedule that arise as a result of inclement weather or an emergency will be agreed upon by HACC, the Client and the Instructor.

Media/Photo/Video

- The Client will notify HACC, Central Pennsylvania's Community College, at least one week prior to the start of the program, class or event of any anticipated media coverage, including photography and videography.
- The Client should email newsroom@hacc.edu and the Client's HACC contact with the information. All media interviews and filming require prior approval from HACC.

Hold Harmless Clause

In executing this Agreement, client does hereby release and hold harmless HACC, its officers, directors, employees, training consultants and agents from and against any and all claims arising from or in any way related to the above-mentioned course(s).

Cancellation Clause

If this training contract is cancelled by the Client, HACC may invoice the Client for all nonrefundable, actual costs incurred. All costs may be reviewed by the Client prior to HACC invoicing.

Contact Information

LAK

Client CCA Commonwealth Charter Academy

Contact Person: Dr. Stephanie McHugh,
Vice Provost of Career Readiness, K-12
Phone #: 412-530-1340 ext 23187
Email: smchugh@ccaeducate.me
Fax #: Company fax

HACC

Contact Person: Danielle Bottiglieri
Phone #: 717-221-1757
Email: dmbottig@hacc.edu
Fax#: 717-780-2643

Client Acceptance

If your company or organization agrees to the terms of this proposal, please have an authorized agent sign below where indicated. Once signed by both parties, this document becomes a binding agreement outlining the terms and conditions under which this training will be conducted. Please indicate a purchase order number if required and return the original signed copy to the HACC Contact as identified above by one of the following three options: USPS mail/courier service, or as a fax transmission, or as a scanned PDF file attached to an email. Please keep a copy of the document for your records and call to verify receipt of signed agreement by HACC contact person.

	President & CEO
Signature (Authorized Agent of Client)	Position/Title
Thomas D. Longenecker	10/9/24
Print Name as Signed Above	Date

HACC Approval

alfred griswold	VP, Academic Affairs & Workforce Development
Approved By	Position/Title
Dr. Alfred Griswold	08/19/2024
Print Name as Signed Above	Date
	AVP, Finance
Approved By	Position/Title
Brian LaForme	08/21/2024
Print Name as Signed Above	Date

EEO Statement: HACC does not discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, sex, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, or any other legally protected classification.