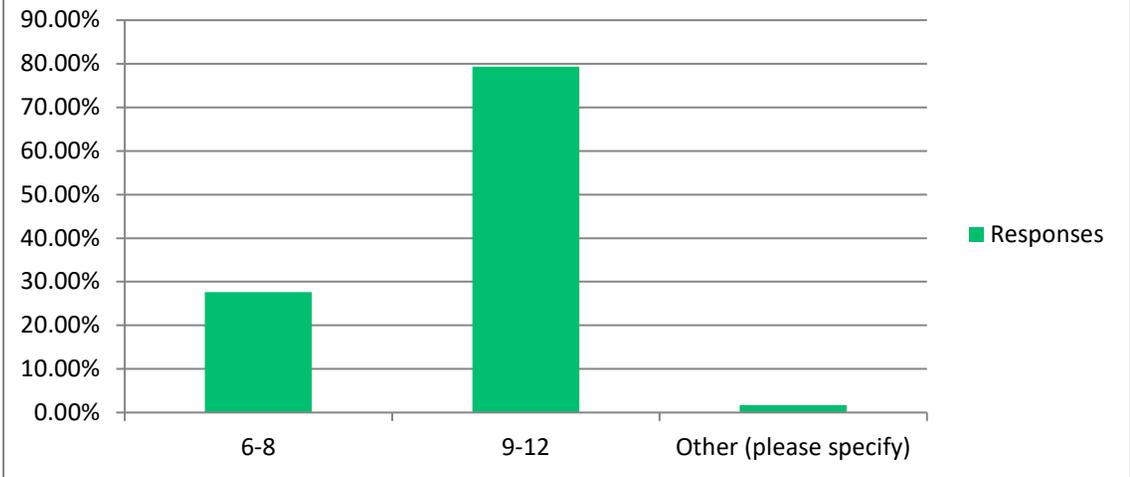


21st Century Cyber Charter School Parent Survey

What grade level is your child (or children) in? If you have multiple children in 21st CCCS, check all that apply.

Answer Choices	Responses	
6-8	27.59%	48
9-12	79.31%	138
Other (please specify)	1.72%	3
	Answered	174
	Skipped	0

What grade level is your child (or children) in? If you have multiple children in 21st CCCS, check all that apply.



Response Date	Other (please specify)
Sep 13 2022 01:19 PM	1 in 11th, 2 in 9th
Sep 13 2022 11:07 AM	I need you send me the homework you send for Rayjay please
Sep 13 2022 10:33 AM	3-4

21st Century Cyber Charter School Parent Survey

What are the strengths of 21st CCCS?

Answered	91	
Skipped	83	
	Response Date	Responses
	Sep 19 2022 10:33 AM	Curriculum offering and tracking of assignments and grades
	Sep 18 2022 09:43 AM	Independent learning and responsibility however each student has an advisor to monitor their work. It also allows kids to improve their computer skills.
	Sep 17 2022 09:17 PM	Advanced placement of classes and ability to work around other life events but still complete school.
	Sep 17 2022 09:01 PM	Teacher support Strong curriculum Virtual office hours
	Sep 17 2022 07:50 PM	Asynchronous program, excellent teachers, good technical support for students, good availability for help during and outside of the class hours.
	Sep 17 2022 11:15 AM	Excellent communication with the parents, access to students records to stay up to date on student's progress, prompt response when help is needed by student or parent. Students feels supported and comfortable asking for assistance when needed. Their systems/platforms are efficient and user friendly.
	Sep 16 2022 08:47 PM	Constant reminders
	Sep 16 2022 12:41 PM	communication, pacing of curriculum, work expectations, flexibility, parent input, rigor of the curriculum
	Sep 16 2022 10:35 AM	Individual attention, flexibility
	Sep 16 2022 08:31 AM	Flexible schedule
	Sep 15 2022 07:13 PM	There are positive teachers, availability to receive feedback to promote better understanding,
	Sep 15 2022 06:07 PM	Teacher responsiveness, my son's writing skills have improved dramatically
	Sep 15 2022 05:01 PM	Staff, Flexibility, Technology
	Sep 15 2022 02:31 PM	They are a very good school to attend and when you email them or call them they answer all your questions and concerns right away and they're very consistent on keeping in contact with the parents and the students
	Sep 15 2022 10:32 AM	Availability of teachers Apple accreditation & devices
	Sep 15 2022 09:56 AM	Doing coursework without specific timeframes

21st Century Cyber Charter School Parent Survey

What are the strengths of 21st CCCS?

Answered	91	
Skipped	83	
	Sep 15 2022 08:37 AM	Ability for students to learn in a flexible environment that allows them to learn in a way that best suites their learning style, strengths and weaknesses.
	Sep 15 2022 08:28 AM	not the set hours of physical school
	Sep 15 2022 08:24 AM	Excellent teachers, ease of use of the online system, engaged academic advisors
	Sep 15 2022 07:44 AM	21st cccs is amazing with my son. The schedule for him to do class at anytime of day or night, the live and recorded classes are great. The parent portal is outstanding, the way I can track his progress and every assignment he has done or will need to turn in.
	Sep 15 2022 07:39 AM	Staff, content, ease of transfer
	Sep 15 2022 07:06 AM	They make it easy for the students learn despite them not being in a classroom. No matter what, someone is there to reach out to you with any questions or concern
	Sep 15 2022 06:38 AM	They have very good teachers and understanding teachers and it's a very good school to attend.
	Sep 15 2022 06:37 AM	They have a very good a staff aboard and very helpful
	Sep 14 2022 08:56 PM	VO
	Sep 14 2022 08:51 PM	Flexibility <input type="checkbox"/> Organized curriculum
	Sep 14 2022 05:04 PM	It's very easy to speak with someone responsible for our children's education. We feel our children learn a lot more and the lessons are diverse. We appreciate 21st CCCS using several African American people and not just Martin Luther King. This school's curriculum is well thought out and teaches true history!
	Sep 14 2022 04:58 PM	Flexibility, caring teachers, use of technology to reinforce learning. Techers are very accessible for both my son and myself.
	Sep 14 2022 04:18 PM	It's online and you can do the work at your pace.
	Sep 14 2022 03:15 PM	Communication from teachers.
	Sep 14 2022 02:17 PM	flexability
	Sep 14 2022 06:57 AM	Working with students to give them feedbacks, so they have the opportunity to better their grades
	Sep 14 2022 05:26 AM	The teachers reach out and really help the students understand and help them accomplish their goals
	Sep 14 2022 04:56 AM	Great academic opportunities that are tailored to the students' academic abilities
	Sep 13 2022 11:09 PM	Great teachers, the technology is excellent

21st Century Cyber Charter School Parent Survey

What are the strengths of 21st CCCS?

Answered	91	
Skipped	83	
	Sep 13 2022 09:29 PM	accessible, good teachers, help if needed,
	Sep 13 2022 09:23 PM	The teachers. The curriculum. The caring nature of the advisers towards their advisees.
	Sep 13 2022 08:42 PM	extremely organized programming <input type="checkbox"/> excellent communication <input type="checkbox"/> all teachers are easily reachable <input type="checkbox"/> ability for students to do asynchronous work
	Sep 13 2022 07:06 PM	The curriculum is organized, easy to access, and the teachers make themselves available to answer questions.
	Sep 13 2022 06:58 PM	The strengths of 21st CCCS are the flexibility that is given to students.
	Sep 13 2022 06:49 PM	Asynchronous model
	Sep 13 2022 06:34 PM	Flexibility, availability for staff
	Sep 13 2022 06:02 PM	Students are able to make their own schedule. Students k can work at their own pace. Teachers are helpful.
	Sep 13 2022 05:53 PM	Ease of enrolling in classes
	Sep 13 2022 05:31 PM	Ability to limit distractions to the learning environment.
	Sep 13 2022 04:45 PM	consistency , diligence, support
	Sep 13 2022 04:29 PM	Great instructors, flexibility for students
	Sep 13 2022 02:59 PM	At home school, availability & necessary tools are available.
	Sep 13 2022 02:34 PM	They're outstanding when it comes to support for students and parents.
	Sep 13 2022 02:21 PM	The communication between parents,students and teachers/staff.
	Sep 13 2022 02:05 PM	Rigorous, interesting content <input type="checkbox"/> Supportive, accessible staff
	Sep 13 2022 01:58 PM	Flexibility
	Sep 13 2022 01:54 PM	A strength is that the classes are mostly able to be completed on our own personal schedules. Staff is helpful.
	Sep 13 2022 01:52 PM	Very helpful staff and organized platform.
	Sep 13 2022 01:51 PM	Student Advisors who care and are on top of things plus extremely helpful.
	Sep 13 2022 01:27 PM	Flexibility, teaching kids how to ask for help and take ownership

21st Century Cyber Charter School Parent Survey

What are the strengths of 21st CCCS?

Answered	91	
Skipped	83	
	Sep 13 2022 01:25 PM	ACADEMIC ADVISORS. combining flexibility with concentrated tutoring and teaching
	Sep 13 2022 01:12 PM	Aggressive curriculum, student support
	Sep 13 2022 12:56 PM	Ease of schedule.
	Sep 13 2022 12:54 PM	Teachers available all day. Live classes
	Sep 13 2022 12:43 PM	Flexibility, quality of engagement, responsiveness of faculty
	Sep 13 2022 12:39 PM	We appreciate the live instruction through Live Labs and access to teachers through the VO's if there are questions.
	Sep 13 2022 12:13 PM	The counselors and teachers are very helpful.
	Sep 13 2022 11:52 AM	Remote, virtual, homeschool
	Sep 13 2022 11:49 AM	Engaging and flexible curriculum, focus on academics and close involvement of teachers
	Sep 13 2022 11:38 AM	The staff-many of them have gone above and beyond to help my student. Not an easy task and deficiently thankless.
	Sep 13 2022 11:38 AM	Great teachers, guidance, and academic advisors. Love the flexibility.
	Sep 13 2022 11:33 AM	Solid Academic curriculum. Ability to progress as per the ability of the child. Teachers inspire and challenge to progress further and further. Different levels at regular, college prep, AP LEVEL available. Students are definitely getting prepared for independent responsibility for learning a routine and study. Good preparation for college.
	Sep 13 2022 11:30 AM	Flexibility for students <input type="checkbox"/> Various levels of difficulty
	Sep 13 2022 11:28 AM	The counselors and Academic Advisors are always calling and checking in on things. When they call they have already looked at my child's grades and are ready to make recommendations. I love it.
	Sep 13 2022 11:25 AM	Learning coaches, case management, asynchronous
	Sep 13 2022 11:19 AM	Teachers and curriculum are great. The schedule is flexible.
	Sep 13 2022 11:12 AM	caring, very responsive, advisors are attentive and engaged, in-person activities are well thought out, live labs are well done, strong sense of community, even though everyone is spread out.
	Sep 13 2022 11:08 AM	To be able to do their work at any time of day as our schedule fits.
	Sep 13 2022 11:08 AM	Engaging and encouraging teachers. <input type="checkbox"/> Flexibility on when students can work. <input type="checkbox"/> Learning focus as opposed to test score focused.

21st Century Cyber Charter School Parent Survey

What are the strengths of 21st CCCS?

Answered	91	
Skipped	83	
	Sep 13 2022 11:02 AM	number and variety of course offerings, teacher support is beyond exceptional, virtual office hours and ease of access for students, communication with parents and students, technology, textbooks, and other materials provided, teacher, counselor and academic advisor support for students with special needs or requirements
	Sep 13 2022 11:02 AM	Students can move at their own pace while still having easy access to teacher throughout the day
	Sep 13 2022 11:01 AM	Flexibility, access to teachers / advisors / counselors, Ability to resubmit assignments & quizzes so they make sure they understand the subject matter
	Sep 13 2022 10:59 AM	Communication
	Sep 13 2022 10:54 AM	Excellent communication from staff to parents. Easy to use portal.
	Sep 13 2022 10:53 AM	The curriculum the ability for parents to be involved the flexibility and the attentiveness given
	Sep 13 2022 10:49 AM	Hours and ability to do the work, even if on vacation.
	Sep 13 2022 10:49 AM	Flexibility, kids learning time management
	Sep 13 2022 10:45 AM	Mastery based learning model. The lessons are easy to read and flow. Adding live labs helps seal the learning.
	Sep 13 2022 10:42 AM	They are great contacting parents with any concern
	Sep 13 2022 10:41 AM	The strengths are the teachers are there to help and they keep the kids at the level their skills are on. I love this about 21CCS
	Sep 13 2022 10:40 AM	Kids can work anytime at own pace
	Sep 13 2022 10:37 AM	It's focus on skill development and access to tutoring.
	Sep 13 2022 10:35 AM	The flexible schedule.
	Sep 12 2022 07:34 AM	Communication, Student Focused
	Sep 12 2022 07:30 AM	Communication, Student Focused

21st Century Cyber Charter School Parent Survey		
What are the areas that need improvement in 21st CCCS?		
Answered	80	
Skipped	94	
	Response Date	Responses
	Sep 19 2022 10:33 AM	Better association of class work with assignments... that time to cover weekly assignment expectations during class.
	Sep 18 2022 09:43 AM	If there is a shortened week due to a holiday or day off, then the work load for the week should be less; however, it never is and kids usually have to work on that day off to keep up.
	Sep 17 2022 09:17 PM	More in person interaction- and more options or opportunities for students to know which kids live near them for possible I. Person friendships
	Sep 17 2022 09:01 PM	Administration communication <input type="checkbox"/> Health form handling <input type="checkbox"/> More events
	Sep 17 2022 11:15 AM	Field trips in more geographical proximity to more students.
	Sep 16 2022 08:47 PM	Authentic friendliness
	Sep 16 2022 12:41 PM	Foreign Language curriculum
	Sep 16 2022 10:35 AM	Hmm..nothing seen yet?
	Sep 16 2022 08:31 AM	Skills assessments for class placement should be done earlier than orientation
	Sep 15 2022 07:13 PM	At times, not all material needed to complete assignments are covered in lessons. Also going back to review a lesson requires more time. At times, there is an underestimated amount of time needed to complete assignments, especially ones that are longer. Internet lag to complete research, length of other assignments, and technical issues are not always factored into the time to complete assignments.
	Sep 15 2022 06:07 PM	Assignments To Be Graded is often lagging or inaccurate. The new "check-in" method for attendance takes some getting used to (more of a problem with my son, not the school)
	Sep 15 2022 05:01 PM	My son wishes he had system access to Spanish lessons/vocabulary from the prior year to refer back to.
	Sep 15 2022 02:31 PM	None at this time
	Sep 15 2022 09:56 AM	none at the moment
	Sep 15 2022 08:37 AM	I would like to see a more unique curriculum that focuses on learning standards,
	Sep 15 2022 08:28 AM	Pointing out to student how the skills they are learning will be of value in their future

21st Century Cyber Charter School Parent Survey		
What are the areas that need improvement in 21st CCCS?		
Answered	80	
Skipped	94	
	Sep 15 2022 08:24 AM	The "discovery led" curriculum especially in the area of math. My boys do better with a whole lesson and then practice problems. They've said this year has more lessons so they're happy with that.
	Sep 15 2022 07:44 AM	I personally think it would be nice if they could understand a little more when certain people aren't able to get there child to the doctor right when they demand the shot records. I completely understand myself that it's important and should stay that way. I'm not able to help the fact I and others do not have a vehicle.
	Sep 15 2022 07:39 AM	Better instruction for new families. Lots of platforms to learn and it's a bit overwhelming
	Sep 15 2022 07:06 AM	Cannot think of any at this time
	Sep 15 2022 06:38 AM	None at this time
	Sep 15 2022 06:37 AM	Nothing at this time
	Sep 14 2022 08:56 PM	TRY GETTING KIDS MORE INTO WHAT UR TEACH THEM
	Sep 14 2022 08:51 PM	Assignments being locked
	Sep 14 2022 05:04 PM	Personally, I believe there is always room for improvement because of everyday change and growth. The only thing I would suggest is starting children off in the first tier of your 3 tier system. We realized our children were totally turned around and it became apparent that this school teaches.. Our children say all the time, "This school gives a lot of work." So, again, it's my opinion that maybe when transitioning from brick and mortar to Cyber, the children should probably should be eased in.
	Sep 14 2022 04:18 PM	Knowledge that's applicable to the real world and less left leaning ideologies.
	Sep 14 2022 03:15 PM	Nothing I can think of at the moment.
	Sep 14 2022 02:17 PM	lessons are not engaging enough. Since learners are working on their own in Moodle the metwrial should be much more engaging. It's presented in a very dry/boring format.
	Sep 14 2022 05:26 AM	I don't know of any at this time
	Sep 14 2022 04:56 AM	Language classes beyond French 2 I'd like to see ALL classes be 21cccs. My daughter is used to your course set-up and the, this year, is forced to learn Florida Virtual's course format (Honors Calc)
	Sep 13 2022 11:09 PM	I think that the kids should be on camera during class. It holds them accountable
	Sep 13 2022 09:29 PM	follow up for students that are doing ok. They probably need more counseling than they ask for.

21st Century Cyber Charter School Parent Survey

What are the areas that need improvement in 21st CCCS?

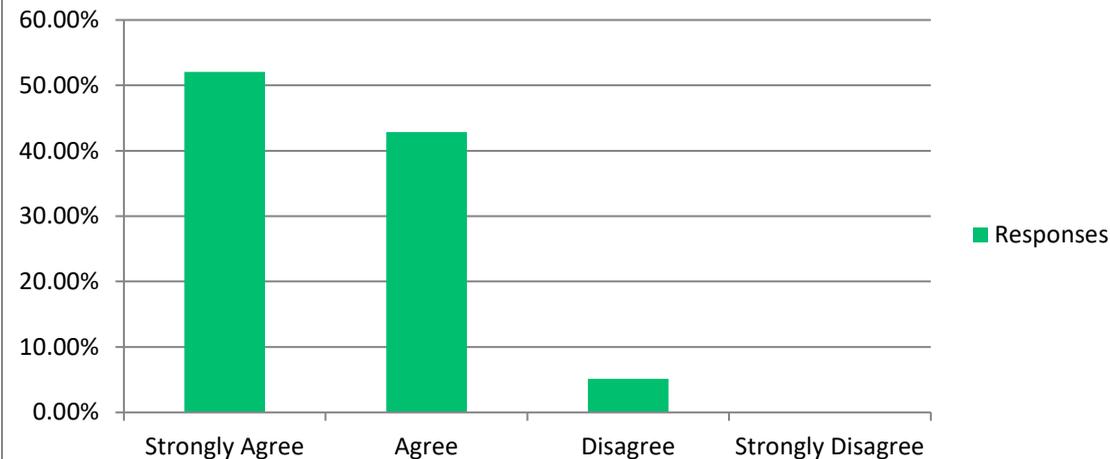
Answered	80	
Skipped	94	
	Sep 13 2022 09:23 PM	Pittsburgh area activities.
	Sep 13 2022 08:42 PM	we are just a few weeks in - so far so good!
	Sep 13 2022 06:58 PM	The amount course work could be improved in 21st CCCS. Some weeks contain an overwhelming amount of assignments and others only contain a few.
	Sep 13 2022 06:49 PM	Continuous updates to orientation/ seminar courses to relate to the updates to the school operating system (these are suppose to help teach the students tips and tricks but the menu options are outdated and thus pointless).
	Sep 13 2022 06:02 PM	None
	Sep 13 2022 05:31 PM	Providing one on one help to students
	Sep 13 2022 04:45 PM	not sure yet
	Sep 13 2022 02:59 PM	Haven't found any yet.
	Sep 13 2022 02:34 PM	Not seeing any to early to have a complete assessment
	Sep 13 2022 02:21 PM	N/A
	Sep 13 2022 02:05 PM	Interaction between students addressing the social isolation of cyber students
	Sep 13 2022 01:58 PM	None
	Sep 13 2022 01:54 PM	This required attendance button could be removed. Parents don't receive emails anymore so we have to ask our kids daily if they clicked that link. Yay, one more thing for parents to have to remember in life... Get rid of it or provide us with the email confirmations like you did for the first week of school! <input type="checkbox"/> <input type="checkbox"/> Specialties. There aren't really any specialties. There are clubs, but no special kinds of courses like performing arts, or specialized curriculum to lead into what kids want to do with their future.
	Sep 13 2022 01:52 PM	None
	Sep 13 2022 01:51 PM	Nothing I could think of
	Sep 13 2022 01:27 PM	Perhaps a more engaging history curriculum.
	Sep 13 2022 01:25 PM	Trying to enforce brick and mortar legislation into flexible learning -- like ever-
	Sep 13 2022 01:12 PM	Technological instruction (Programming/computer science instruction) <input type="checkbox"/> Availability of certification courses (Pharmacy tech, Vet tech, Medical billing/coding, etc.)
	Sep 13 2022 12:56 PM	Hold students more responsible

21st Century Cyber Charter School Parent Survey		
What are the areas that need improvement in 21st CCCS?		
Answered	80	
Skipped	94	
	Sep 13 2022 12:43 PM	Better GIEP program and track
	Sep 13 2022 12:39 PM	Our student has had some concerns with the chat box features during Live Labs and the content of what students are allowed to share in the chat feature. Some rude comments, or distracting comments can be made during the live sessions and that can create a barrier to learning.
	Sep 13 2022 12:13 PM	It is hard to find some resources on the website. <input type="checkbox"/> The attendance requirement changes every year and can be confusing.
	Sep 13 2022 11:52 AM	Stop pushing Keystone testing
	Sep 13 2022 11:49 AM	More AP classes
	Sep 13 2022 11:38 AM	Nothing.
	Sep 13 2022 11:38 AM	N/A
	Sep 13 2022 11:33 AM	More Lab work available for Science students.
	Sep 13 2022 11:30 AM	More opportunities for students to meet
	Sep 13 2022 11:28 AM	I do not always get emails when my child forgets to do attendance. I think an email should go to parents each day when children click on link letting us know it was done. or a reminder email around noon if it was not done so we can make sure it gets completed. Around this age we don't want to stand over them all the time. We want to teach them independence, but we also want to make sure it get done at some point in the day. Another option would be to have it on the parent report with a box that shows my child did attendance today.
	Sep 13 2022 11:25 AM	Activities offered, classes offered, more help with integration from brick mortar school.
	Sep 13 2022 11:19 AM	We never liked the orientation which is a lot of busy work for returning students. The work load can be lightened for the first week because of assessments. Also, when we have holiday days off during certain weeks the work load should be
	Sep 13 2022 11:12 AM	would like more regular automated updates about my child's progress
	Sep 13 2022 11:08 AM	We are partial to the old attendance system. <input type="checkbox"/>
	Sep 13 2022 11:02 AM	This is our 3rd year. Some years are better than others with personalized communication from academic advisors and teachers. Some staff tend to use
	Sep 13 2022 11:02 AM	I've not experienced anything that needs to be improved upon
	Sep 13 2022 11:01 AM	Ease to navigate Moodle as a parent. I just my child's login vs parents login because I get more info on what they have submitted / resubmitted etc

21st Century Cyber Charter School Parent Survey		
What are the areas that need improvement in 21st CCCS?		
Answered	80	
Skipped	94	
	Sep 13 2022 10:54 AM	There should be a more stringent procedure in place for students to get work done in a timely fashion ESPECIALLY if the child does not need a flexible schedule.
	Sep 13 2022 10:53 AM	A printed key guide for new students to reference so they can be more
	Sep 13 2022 10:49 AM	Times that a specific teacher will be in a VO. Many of the teachers do not know Calculus or AP Stats and it's a guessing game on who will be in the VO.
	Sep 13 2022 10:49 AM	More teacher involvement. <input type="checkbox"/> Better programs that are easier adapted to the kids such as setting up shapes and such. <input type="checkbox"/> Some of the programs seem very basic and difficult for the kids to accomplish the school tasks given. Also, when my child does homework, it can take days before a teacher grades it. At the same time, his grade seems lower and we get calls from the councilor asking to make sure his homework is done.
	Sep 13 2022 10:45 AM	Neither of my children are thrilled with iXL
	Sep 13 2022 10:42 AM	None
	Sep 13 2022 10:41 AM	This isn't an improvement more of an opinion. <input type="checkbox"/> My son has been going to 21CCS since 7th grade. He's in 11th now. I wish for orientation they didn't have to go through the whole thing to show how to send emails etc. <input type="checkbox"/> other than that opinion I think 21CCS is a great school and have told many people about this option for their child.
	Sep 13 2022 10:40 AM	Course selection
	Sep 13 2022 10:37 AM	Student follow-up and guidance of how to be most effective using its virtual resources.
	Sep 13 2022 10:35 AM	More focus on college prep. Like what do you do in the real world when you need to study and don't get a second chance on assignments.
	Sep 12 2022 07:34 AM	None
	Sep 12 2022 07:30 AM	None

21st Century Cyber Charter School Parent Survey		
The school does a good job teaching my child with the skills he/she needs to be successful.		
Answer Choices	Responses	
Strongly Agree	52.04%	51
Agree	42.86%	42
Disagree	5.10%	5
Strongly Disagree	0.00%	0
Comment:		11
	Answered	98
	Skipped	76

The school does a good job teaching my child with the skills he/she needs to be successful.



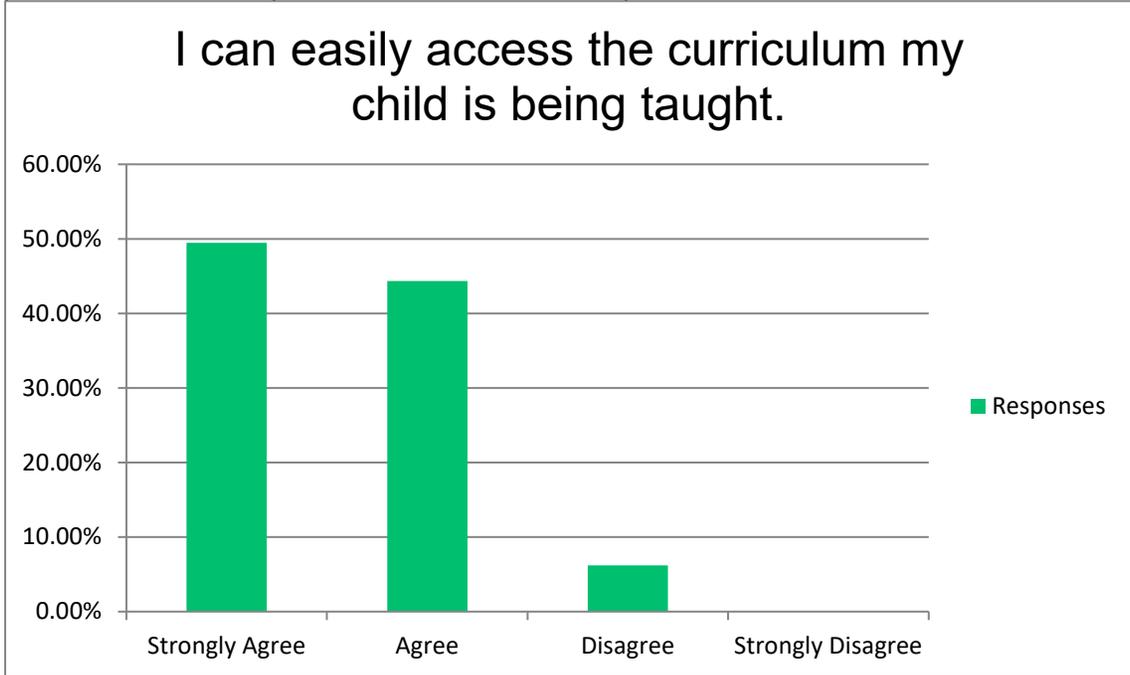
Response Date	Comment:	Tags
Sep 18 2022 09:43 AM	Teaches a strong independence	
Sep 14 2022 05:04 PM	Again, the curriculum is awesome!	
Sep 14 2022 02:17 PM	my child often says they don't feel as if they are really learning	
Sep 13 2022 02:34 PM	Need more time to assess	
Sep 13 2022 01:54 PM	If by skills you mean regular curriculum, then yes. If you mean something deeper, please review my previous comment	
Sep 13 2022 01:12 PM	Excellent preparation for further study	

Sep 13 2022 12:43 PM	I think the child also has to be self motivated	
Sep 13 2022 11:19 AM	Learns time management for sure.	
Sep 13 2022 11:08 AM	The technology skills alone are vital.	
Sep 13 2022 11:02 AM	I love the fact that students have the opportunity to learn from incorrect answers. They can think through the problem(s) again to learn what they did incorrectly. This is true learning.	
Sep 13 2022 10:49 AM	For the most part, the kids teach themselves. I would like to see more teacher interaction and involvement	

21st Century Cyber Charter School Parent Survey

I can easily access the curriculum my child is being taught.

Answer Choices	Responses	
Strongly Agree	49.48%	48
Agree	44.33%	43
Disagree	6.19%	6
Strongly Disagree	0.00%	0
Comment:		8
	Answered	97
	Skipped	77

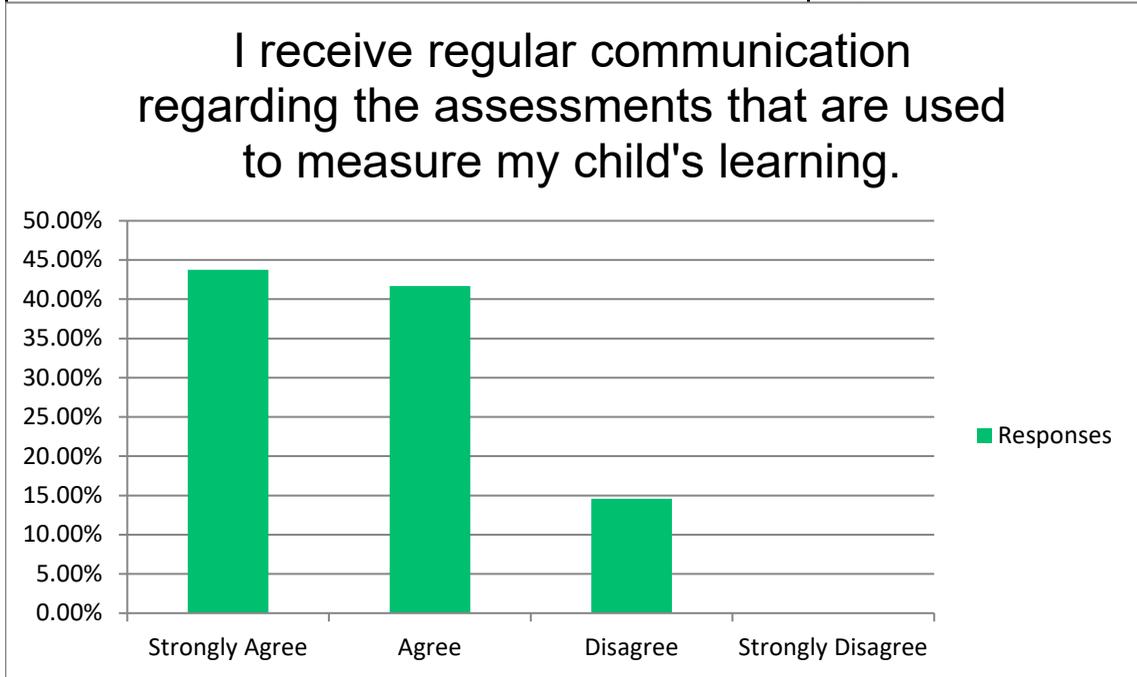


Response Date	Comment:
Sep 15 2022 07:39 AM	Not really sure how to do this except logging in as my child
Sep 14 2022 06:57 AM	Only able to see the work through student portal.
Sep 13 2022 01:25 PM	I feel like I'd have to set aside a good bit of time to dig for what I need.
Sep 13 2022 12:43 PM	I don't know how to use noodle or login
Sep 13 2022 11:28 AM	It would be nice if parents could click on more on our side and see what they are doing/learning and not just their grades.

Tags

Sep 13 2022 11:25 AM	The portal layout is confusing
Sep 13 2022 10:49 AM	It's been good
Sep 13 2022 10:35 AM	Parents can only do so via their students computer.

21st Century Cyber Charter School Parent Survey		
I receive regular communication regarding the assessments that are used to measure my child's learning.		
Answer Choices	Responses	
Strongly Agree	43.75%	42
Agree	41.67%	40
Disagree	14.58%	14
Strongly Disagree	0.00%	0
From whom do you usually receive this communication?		19
	Answered	96
	Skipped	78



Response Date	From whom do you usually receive this communication?	Tags
Sep 18 2022 09:43 AM	Advisor	
Sep 15 2022 07:13 PM	regular teachers	
Sep 15 2022 08:37 AM	Just emails from principals relating to standardized testing.	
Sep 15 2022 08:28 AM	Guidance Counselor	
Sep 15 2022 07:39 AM	Have not heard from any teachers directly	

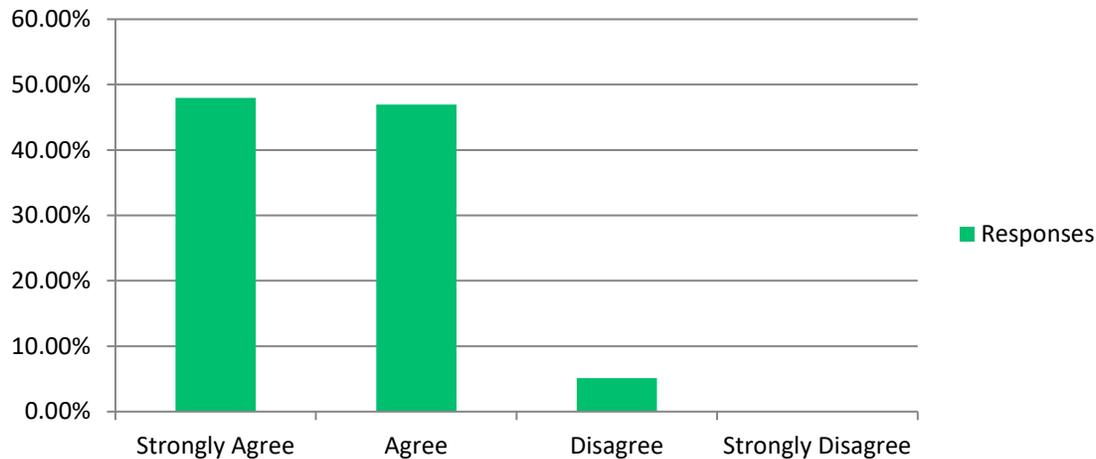
Sep 15 2022 07:06 AM	Teachers, advisors, guidance..newsletters!	
Sep 14 2022 05:04 PM	So far, every academic advisor has kept us up to date with our children's progress.	
Sep 14 2022 04:18 PM	Too often	
Sep 14 2022 02:17 PM	academic advisor	
Sep 14 2022 04:56 AM	NA - she's in HS. I don't need this info	
Sep 13 2022 02:34 PM	Her English teacher.	
Sep 13 2022 01:12 PM	I do not receive results from benchmarks or even Keystones at this point. Grades are communicated by the advisor.	
Sep 13 2022 12:43 PM	Academic advisor Matt Kinsch	
Sep 13 2022 11:38 AM	Take assessments and are placed in proper classes based on those assessments but never get a break down of assessments.	
Sep 13 2022 11:19 AM	I don't think we ever received assessment measures.	
Sep 13 2022 11:02 AM	academic advisor and/or counselor	
Sep 13 2022 10:49 AM	It's been good	
Sep 13 2022 10:41 AM	His academic advisor	
Sep 13 2022 10:35 AM	I don't recall getting information about assessments.	

21st Century Cyber Charter School Parent Survey

I am regularly informed about the progress my child is making at school (in his/her learning).

Answer Choices	Responses	
Strongly Agree	47.96%	47
Agree	46.94%	46
Disagree	5.10%	5
Strongly Disagree	0.00%	0
Comment:		15
	Answered	98
	Skipped	76

I am regularly informed about the progress my child is making at school (in his/her learning).



Response Date	Comment:
Sep 18 2022 09:43 AM	Advisor
Sep 15 2022 08:28 AM	I can check every day
Sep 15 2022 07:39 AM	Only if I log on and check - no communication this far from advisors/teachers, although it is early in the semester and we are a new family
Sep 15 2022 07:06 AM	I know we can check grades and progress but it's nice knowing an advisor will call weekly or at least once per month to talk to you about grades, progress and address any questions or concerns. It's very comforting!
Sep 14 2022 04:18 PM	To often
Sep 14 2022 02:17 PM	academic advisor

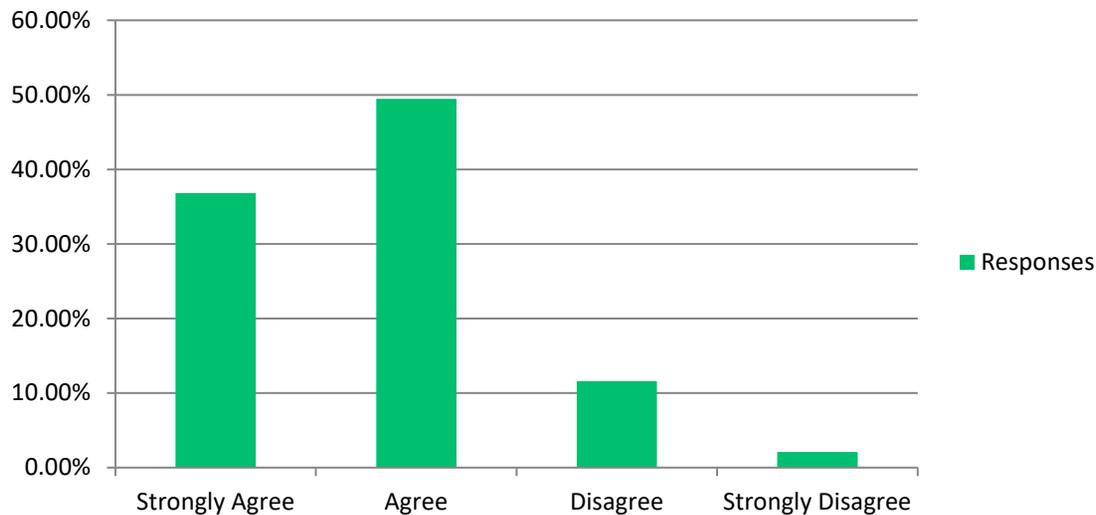
Sep 14 2022 04:56 AM	She is in contact with her advisor - that is all that is needed. If there is a problem, I KNOW I'll be contacted.
Sep 13 2022 12:43 PM	Too early to tell in the school year?
Sep 13 2022 11:28 AM	They are always on top of it.
Sep 13 2022 11:25 AM	Only because we request it frequently and have iep
Sep 13 2022 11:19 AM	Yes, calls weekly to tell if child is on track.
Sep 13 2022 11:02 AM	I have the opportunity to see how my daughter is doing through the parent portal, as well as occasional calls from the academic advisor and counselor
Sep 13 2022 10:54 AM	From Academic Advisors, not teachers
Sep 13 2022 10:49 AM	Again, if homework could be graded quicker
Sep 13 2022 10:35 AM	Grades are easily displayed.

21st Century Cyber Charter School Parent Survey

I am regularly informed about any gaps in my child's learning or areas of concern.

Answer Choices	Responses	
Strongly Agree	36.84%	35
Agree	49.47%	47
Disagree	11.58%	11
Strongly Disagree	2.11%	2
Comment:		14
	Answered	95
	Skipped	79

I am regularly informed about any gaps in my child's learning or areas of concern.



Response Date	Comment:
Sep 18 2022 09:43 AM	Advisor
Sep 15 2022 07:39 AM	See above. Possibly too early for this info
Sep 14 2022 04:18 PM	Too often
Sep 14 2022 02:17 PM	academic advisor
Sep 14 2022 04:56 AM	NA
Sep 13 2022 01:25 PM	This very much depends on the advisor.
Sep 13 2022 12:43 PM	The reverse is true, but this question isn't applicable
Sep 13 2022 12:39 PM	Haven't been in the program long enough to see this yet.
Sep 13 2022 11:38 AM	But student gets good grades so I wouldn't expect a call for this.
Sep 13 2022 11:25 AM	Have not been notified of any but there certainly are gaps

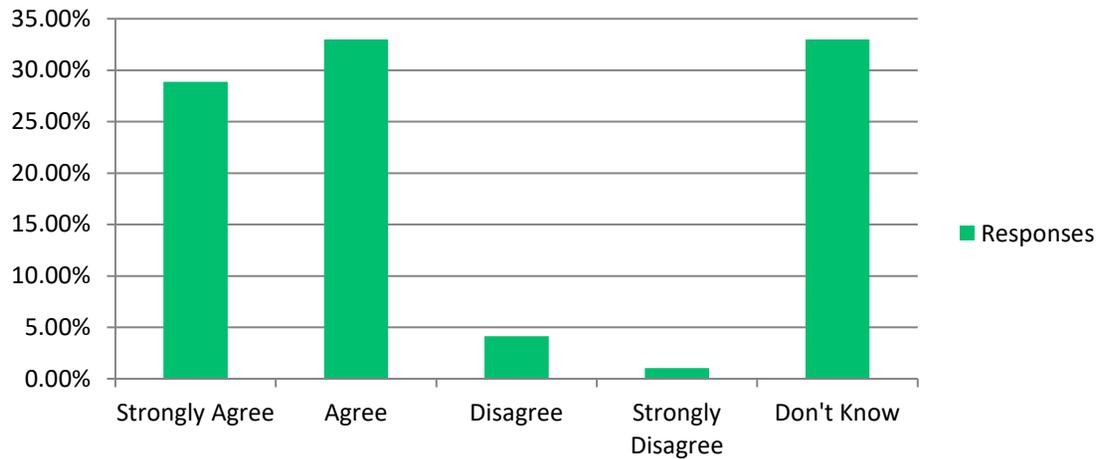
Sep 13 2022 11:19 AM	Never been told of any gaps or been called either way about this.
Sep 13 2022 11:02 AM	The caring attitude toward my daughter and the commitment and patience of the teachers, academic advisors and counselors are awesome. I am always informed about a concern they may have, no matter if it is academic or emotional.
Sep 13 2022 10:49 AM	We are informed
Sep 13 2022 10:35 AM	I haven't but maybe there aren't any.

21st Century Cyber Charter School Parent Survey

The teacher uses assessment data to plan instruction that meets my child's needs.

Answer Choices	Responses	
Strongly Agree	28.87%	28
Agree	32.99%	32
Disagree	4.12%	4
Strongly Disagree	1.03%	1
Don't Know	32.99%	32
Comment:		6
	Answered	97
	Skipped	77

The teacher uses assessment data to plan instruction that meets my child's needs.



Response Date	Comment:
Sep 16 2022 08:47 PM	Haven't been informed of any assessments this school year
Sep 13 2022 01:25 PM	My special ed kid def gets this. The others? Have no idea. It's def not communicated with me.
Sep 13 2022 12:39 PM	Unknown at this time, however I am aware that there were assessments in the beginning of the school year to benchmark.
Sep 13 2022 11:38 AM	I assume so
Sep 13 2022 11:02 AM	I am assuming this is so, as my daughter appears to be progressively challenged.
Sep 13 2022 10:49 AM	Every child is different. There is no one on one.

21st Century Cyber Charter School Parent Survey

My child uses the following technology to complete activities and or projects.

Answered	84	
Skipped	90	
	Response Date	Responses
	Sep 19 2022 10:33 AM	Laptop and tablet
	Sep 18 2022 09:43 AM	Computer, ipad, materials around the house
	Sep 17 2022 09:17 PM	Mac book, iPad, iPhone, calculator
	Sep 17 2022 09:01 PM	Laptop
	Sep 17 2022 07:50 PM	Uses the computer provided and also our personal computers.
	Sep 17 2022 11:15 AM	School's computer, iPad & equipment, platform(s).
	Sep 16 2022 08:47 PM	PC, tablet, and cell phone
	Sep 16 2022 12:41 PM	Ipad, Macbook
	Sep 16 2022 10:35 AM	lap top and ipad
	Sep 16 2022 08:31 AM	Mac Book
	Sep 15 2022 07:13 PM	laptop, textbooks, Ipad and calculators
	Sep 15 2022 06:07 PM	All of the programs seem to be working. I am accustomed to using a PC, so I need to be better at learning the resources.
	Sep 15 2022 05:01 PM	Mac Book <input type="checkbox"/> Ipad
	Sep 15 2022 02:31 PM	My child uses the MacBook and her laptop and if she has any questions or concerns or is stuck on something she asked the teachers and the teachers are great on helping her out on stuff
	Sep 15 2022 09:56 AM	laptop, tablet
	Sep 15 2022 08:37 AM	School issued laptops, tablets and calculators.
	Sep 15 2022 08:28 AM	school provided Macbook <input type="checkbox"/> school provided iPad <input type="checkbox"/> school provided physical books
	Sep 15 2022 08:24 AM	Mac computer, ipad, calculator
	Sep 15 2022 07:44 AM	His laptop, iPad, and Apple calculator.
	Sep 15 2022 07:06 AM	An Apple laptop, Apple iPad and occasionally, we access 21CCCS on our phones!
	Sep 15 2022 06:38 AM	Any help or extra help my child can get.

	Sep 15 2022 06:37 AM	Any help she can get and use
	Sep 14 2022 08:56 PM	labtop
	Sep 14 2022 08:51 PM	Laptop☐ iPad
	Sep 14 2022 05:04 PM	Mac laptops, iPad, keyboard, calculators,
	Sep 14 2022 04:58 PM	MacBook and iPad
	Sep 14 2022 04:18 PM	Laptop
	Sep 14 2022 03:15 PM	Apple Air
	Sep 14 2022 02:17 PM	Apple MacBook
	Sep 14 2022 06:57 AM	Pc, Ipad
	Sep 14 2022 05:26 AM	Laptop and iPad
	Sep 14 2022 04:56 AM	Tech sent from school. We are not an Apple family so she uses only your tech
	Sep 13 2022 11:09 PM	Laptop☐ iPad
	Sep 13 2022 09:29 PM	apple computer and iPad
	Sep 13 2022 09:23 PM	Apple Mac book. Apple iPad.
	Sep 13 2022 08:42 PM	laptop☐ ipad
	Sep 13 2022 07:06 PM	MacBook, iPad, and calculator
	Sep 13 2022 06:58 PM	Laptop and a calculator
	Sep 13 2022 06:49 PM	Apple software (saves need for printing when using airdrop with the macbook and ipad), IXL, Nearpod, Pages, Numbers, Keynote, Google platform programs, formative, Brainpop, Jigsaw VO, Moodle.
	Sep 13 2022 06:34 PM	computer, ipad
	Sep 13 2022 06:02 PM	Computer☐ Ipad
	Sep 13 2022 05:40 PM	yes
	Sep 13 2022 05:31 PM	Laptop and ipad
	Sep 13 2022 04:29 PM	Laptop
	Sep 13 2022 02:59 PM	Computer
	Sep 13 2022 02:34 PM	Internet MacBook iPad
	Sep 13 2022 02:21 PM	Materials that is mailed out to him for projects and classroom supplies. Laptop, tablet and calculator are also used.
	Sep 13 2022 02:05 PM	Google, Notes, Word, Power Point
	Sep 13 2022 01:58 PM	school issued laptop

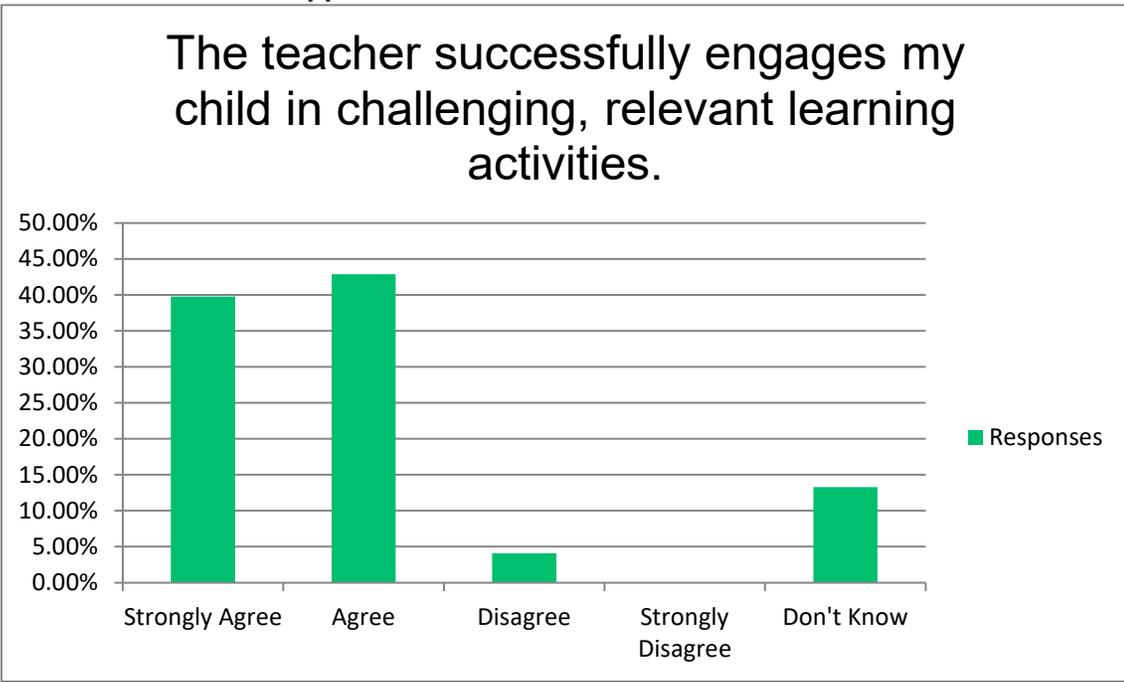
	Sep 13 2022 01:54 PM	Computer, tablet, internet
	Sep 13 2022 01:52 PM	iPad, laptop and cell phone
	Sep 13 2022 01:51 PM	MACBook laptop
	Sep 13 2022 01:27 PM	iPad, MacBook, lots of online software
	Sep 13 2022 01:25 PM	computer, ipad, calculator ... what else?
	Sep 13 2022 01:12 PM	Apple laptop, iPad, related apps
	Sep 13 2022 12:56 PM	Computer and smartphone
	Sep 13 2022 12:54 PM	Laptop, I pad
	Sep 13 2022 12:43 PM	MacBook, ipad
	Sep 13 2022 12:39 PM	MacBook iPad
	Sep 13 2022 12:13 PM	His laptop, Ipad, and desktop.
	Sep 13 2022 11:52 AM	Computer
	Sep 13 2022 11:50 AM	computer,tablet
	Sep 13 2022 11:38 AM	Mainly online apps and Internet searches
	Sep 13 2022 11:38 AM	Apple computer and iPad.
	Sep 13 2022 11:33 AM	Computer, I PAD FOR Photography and other electives, advance calculator for Calculus.
	Sep 13 2022 11:30 AM	iPad and Mac book
	Sep 13 2022 11:28 AM	PC Tablet
	Sep 13 2022 11:25 AM	Laptop
	Sep 13 2022 11:19 AM	Apple laptop and the iPad.
	Sep 13 2022 11:12 AM	ipad, computer, internet
	Sep 13 2022 11:08 AM	Laptop, iPad, calculator
	Sep 13 2022 11:08 AM	All that is supplied by the school
	Sep 13 2022 11:02 AM	laptop, calculator
	Sep 13 2022 11:02 AM	Laptop, iPad, calculator
	Sep 13 2022 11:01 AM	MacBook Air, Ipad, calculator, etc
	Sep 13 2022 10:59 AM	Mac book
	Sep 13 2022 10:54 AM	Computer
	Sep 13 2022 10:53 AM	Mac and ipad
	Sep 13 2022 10:49 AM	The best that he can and the best the program will work. Some of the programs are too simplistic.
	Sep 13 2022 10:45 AM	iPad and computer

	Sep 13 2022 10:41 AM	Laptop provided from 21CCS
	Sep 13 2022 10:40 AM	Computer
	Sep 13 2022 10:35 AM	Her laptop
	Sep 12 2022 07:30 AM	laptop, iPad, calculator

21st Century Cyber Charter School Parent Survey

The teacher successfully engages my child in challenging, relevant learning activities.

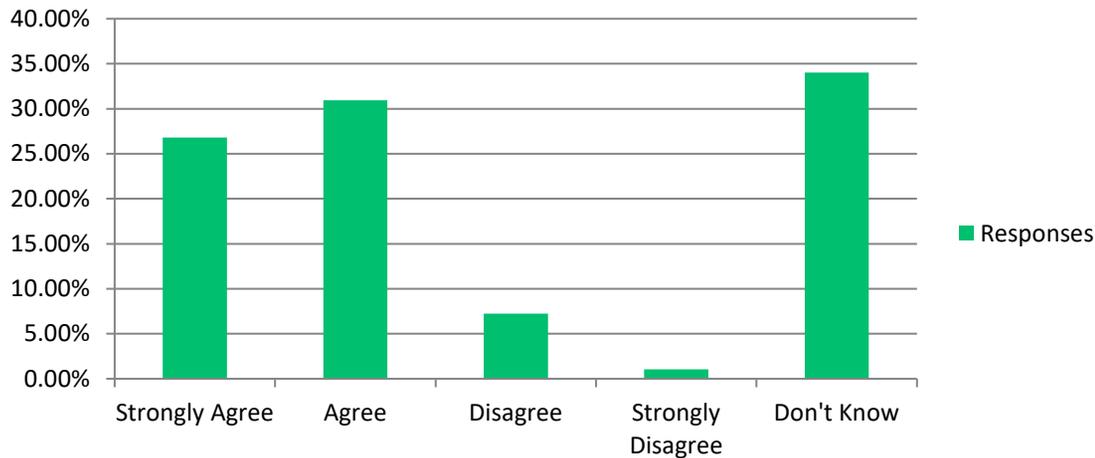
Answer Choices	Responses
Strongly Agree	39.80% 39
Agree	42.86% 42
Disagree	4.08% 4
Strongly Disagree	0.00% 0
Don't Know	13.27% 13
Comment:	8
Answered	98
Skipped	76



Response Date	Comment:
Sep 17 2022 11:15 AM	Sometimes assignments are easier to him than they should
Sep 15 2022 08:28 AM	Some courses do not lend themselves to be capable of this
Sep 15 2022 07:06 AM	Encouragement is always there to join the live labs and participate in class. There is always a chance to ask questions.
Sep 13 2022 06:49 PM	Prefers asynchronous but attends livelabs
Sep 13 2022 02:05 PM	There is not enough effort or small group opportunity to encourage less outgoing students to participate.
Sep 13 2022 11:38 AM	Excellent
Sep 13 2022 11:19 AM	Teachers are excellent at giving instruction and teaching topics.
Sep 13 2022 10:49 AM	The courses seem more difficult than attending public school

21st Century Cyber Charter School Parent Survey						
My child's learning needs are considered when his/her teacher is planning instruction.						
Answer Choices	Responses					
Strongly Agree	26.80%	26				
Agree	30.93%	30				
Disagree	7.22%	7				
Strongly Disagree	1.03%	1				
Don't Know	34.02%	33				
Comment:		7				
	Answered	97				
	Skipped	77				

My child's learning needs are considered when his/her teacher is planning instruction.



Response Date Comment: Tags

Sep 15 2022 08:24 AM	This pertains to math especially in the Junior High level
Sep 14 2022 04:56 AM	NA
Sep 13 2022 02:05 PM	I believe that ELA is not tailored to the Academic Group. Since all students access the same content, if a student is below reading level, assigning a one size fits all book above reading level because it is easy to use for all students is demoralizing to readers who have more difficulty. To think that a subject like ELA can offer one live class per grade is out of touch with the needs of the learners.
Sep 13 2022 11:38 AM	I assume so

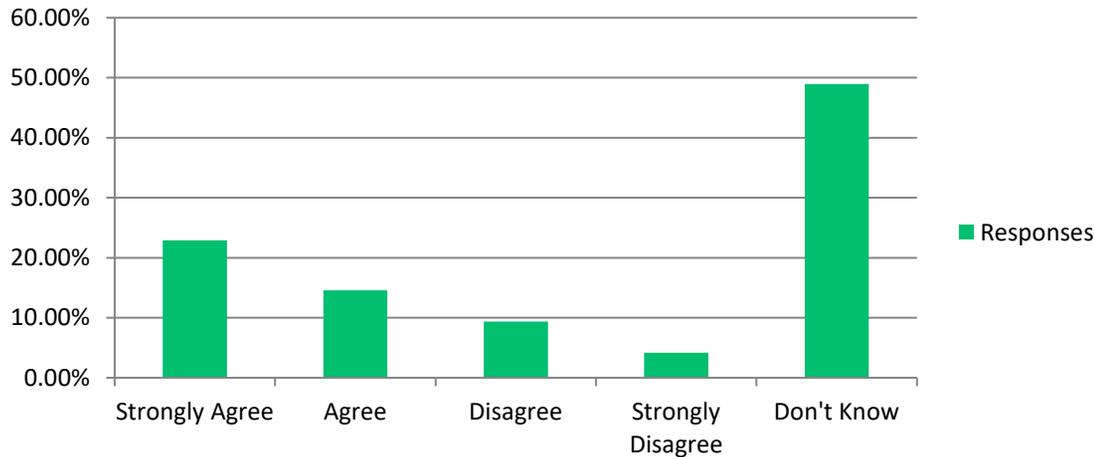
Sep 13 2022 11:30 AM	Not sure?
Sep 13 2022 11:02 AM	Teachers are available for questions
Sep 13 2022 10:49 AM	Not sure

21st Century Cyber Charter School Parent Survey

My child's background and culture are considered when his/her teacher is delivering instruction.

Answer Choices	Responses	
Strongly Agree	22.92%	22
Agree	14.58%	14
Disagree	9.38%	9
Strongly Disagree	4.17%	4
Don't Know	48.96%	47
Comment:		10
	Answered	96
	Skipped	78

My child's background and culture are considered when his/her teacher is delivering instruction.



Response Date	Comment:
Sep 18 2022 09:43 AM	My son does complain that the time spent on American culture is fractions compared
Sep 14 2022 04:18 PM	His background has nothing to do with education.
Sep 14 2022 04:56 AM	NA
Sep 13 2022 06:02 PM	That is not brought up as something important to the subject my child learning
Sep 13 2022 01:54 PM	Focus is on white history.
Sep 13 2022 01:25 PM	I don't know if I can answer definitively, but it feels like they are working hard to do so.
Sep 13 2022 12:39 PM	Not sure of this yet.
Sep 13 2022 11:52 AM	culture is not important to my child's school learning
Sep 13 2022 11:38 AM	All teachers here are helpful to all! Don't we all come from different backgrounds and

Sep 13 2022 10:49 AM

I would hope not!

21st Century Cyber Charter School Parent Survey
My child is always treated fairly and with kindness by teachers.

Answer Choices	Responses	
Strongly Agree	51.55%	50
Agree	42.27%	41
Disagree	1.03%	1
Strongly Disagree	0.00%	0
Don't Know	5.15%	5
Comment:		7
	Answered	97
	Skipped	77



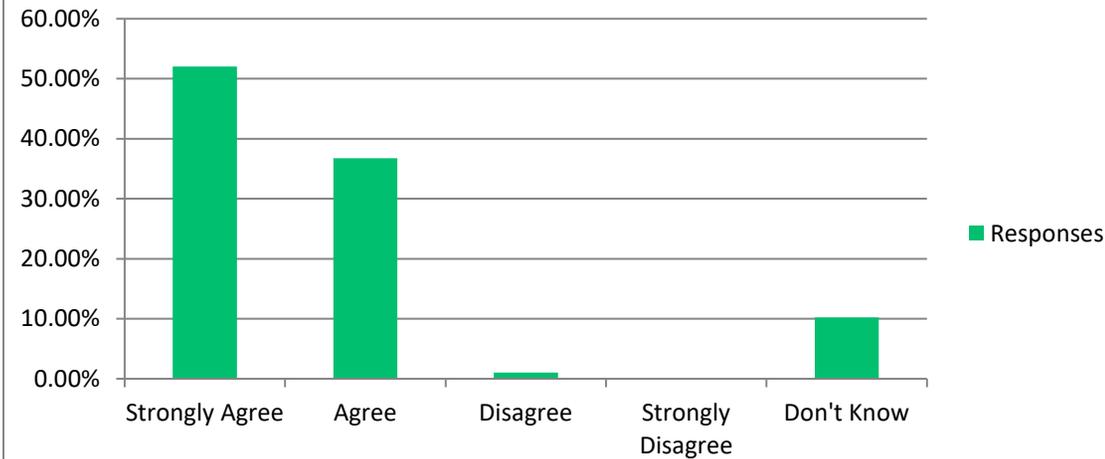
Response Date	Comment:
Sep 17 2022 09:01 PM	Always, with the exception of 1 teacher.
Sep 16 2022 08:47 PM	I'd disagree from the conversations he and I have, but I have not investigated.
Sep 15 2022 05:01 PM	The staff is wonderful.
Sep 13 2022 06:49 PM	There was some concern with teachers being too pushy to insist on mic participation without
Sep 13 2022 02:34 PM	Too early to tell but so far so good
Sep 13 2022 12:39 PM	There seem to be learning curves in the beginning of the school year with technology and
Sep 13 2022 10:49 AM	Not all teachers have been helpful

21st Century Cyber Charter School Parent Survey

I know if I share any concerns with the teacher or principal, they will deal with them right away.

Answer Choices	Responses	
Strongly Agree	52.04%	51
Agree	36.73%	36
Disagree	1.02%	1
Strongly Disagree	0.00%	0
Don't Know	10.20%	10
Comment:		7
	Answered	98
	Skipped	76

I know if I share any concerns with the teacher or principal, they will deal with them right away.



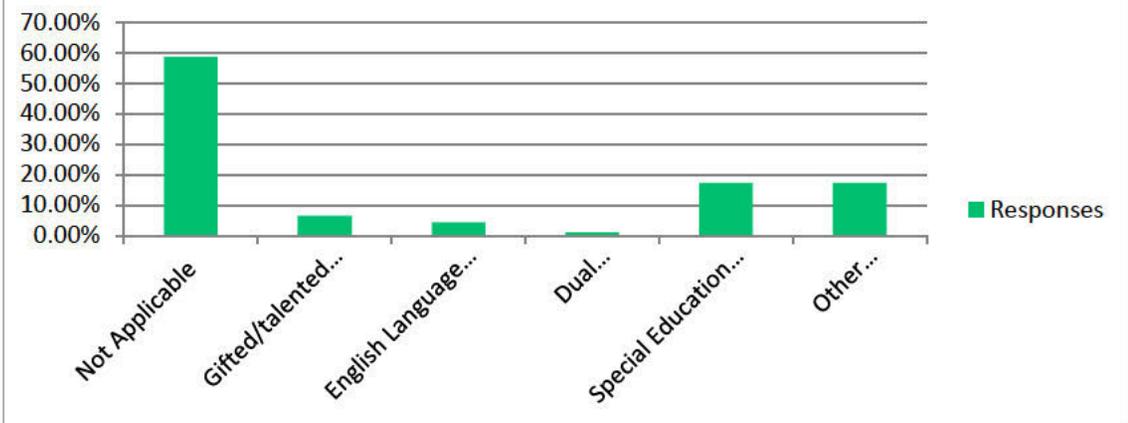
Response Date	Comment:
Sep 15 2022 07:39 AM	We family- have not encountered this yet.
Sep 13 2022 02:34 PM	Principle is great as are teachers
Sep 13 2022 01:58 PM	I would hope so
Sep 13 2022 01:25 PM	Yes. I have multiple examples if you are interested. Not enough room here.
Sep 13 2022 12:43 PM	First hand knowledge
Sep 13 2022 11:19 AM	Communication is great.
Sep 13 2022 10:49 AM	We have had issues and resulted in no change

21st Century Cyber Charter School Parent Survey

My child receives services/programming in the following area(s): Mark all that apply. If None, check "Not Applicable" to items 18-23.

Answer Choices	Responses	
Not Applicable	58.70%	54
Gifted/talented (Please answer question #18)	6.52%	6
English Language Learning (ELL)/English as a Second Language (ESL) (Please also answer questions #19 and #20)	4.35%	4
Dual Language/Immersion Programming (Please also answer questions #19 and #20)	1.09%	1
Special Education (Please also answer questions #21 and #22)	17.39%	16
Other disability/504 planning and services (Please also answer question #23)	17.39%	16
	Answered	92
	Skipped	82

My child receives services/programming in the following area(s): Mark all that apply. If None, check "Not Applicable" to items 18-23.

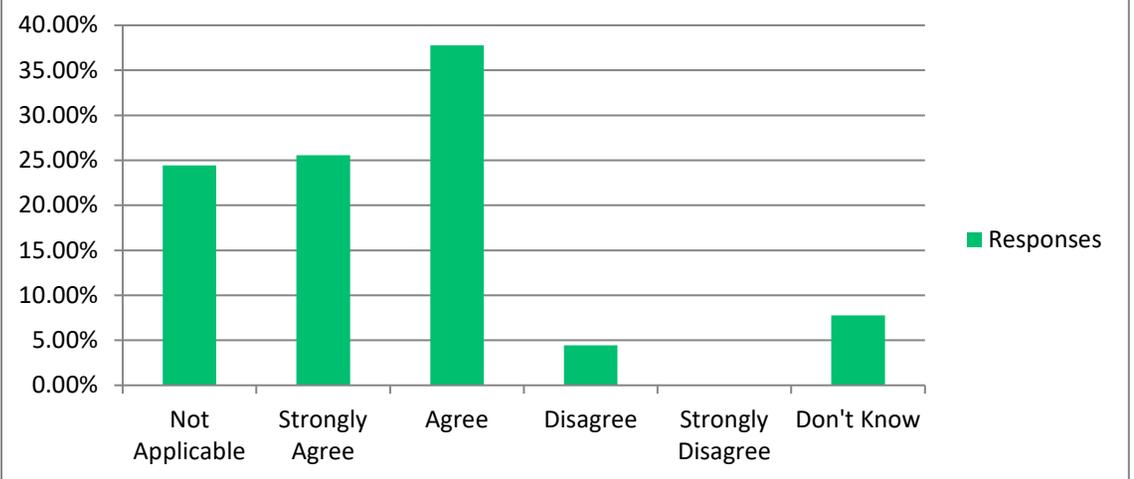


21st Century Cyber Charter School Parent Survey

My child's needs for academic acceleration and cognitively rigorous instruction are being met.

Answer Choices	Responses	
Not Applicable	24.44%	22
Strongly Agree	25.56%	23
Agree	37.78%	34
Disagree	4.44%	4
Strongly Disagree	0.00%	0
Don't Know	7.78%	7
Comment:		4
	Answered	90
	Skipped	84

My child's needs for academic acceleration and cognitively rigorous instruction are being met.

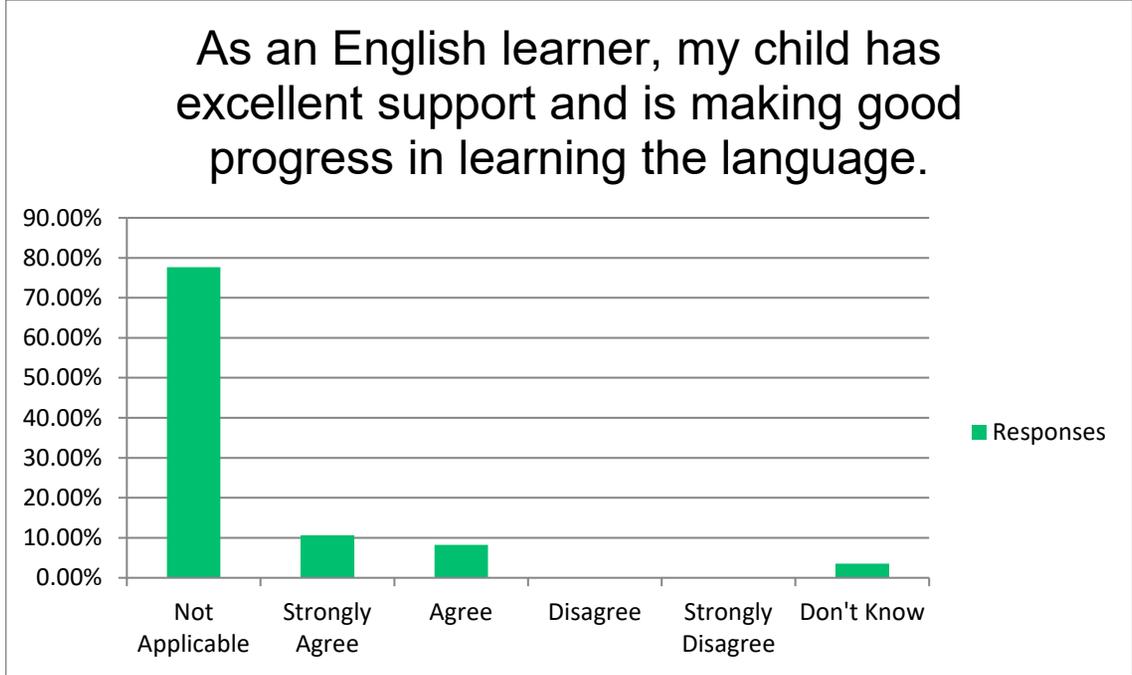


Response Date	Comment:
Sep 15 2022 07:13 PM	I don't see a need for curriculum to be rigorous. Steady instruction without overload works best for my children.
Sep 15 2022 05:01 PM	I feel my child could handle a more rigorous curriculum if that doesn't mean busy, repetitive work that would just bore him. So not more but requiring more critical thinking.
Sep 13 2022 09:29 PM	question 16 directs me to question 18 for gifted... not 17.
Sep 13 2022 11:49 AM	Mostly met, we have had to take some outside courses to be on pace

21st Century Cyber Charter School Parent Survey

As an English learner, my child has excellent support and is making good progress in learning the language.

Answer Choices	Responses	
Not Applicable	77.65%	66
Strongly Agree	10.59%	9
Agree	8.24%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	3.53%	3
Comment:		1
	Answered	85
	Skipped	89

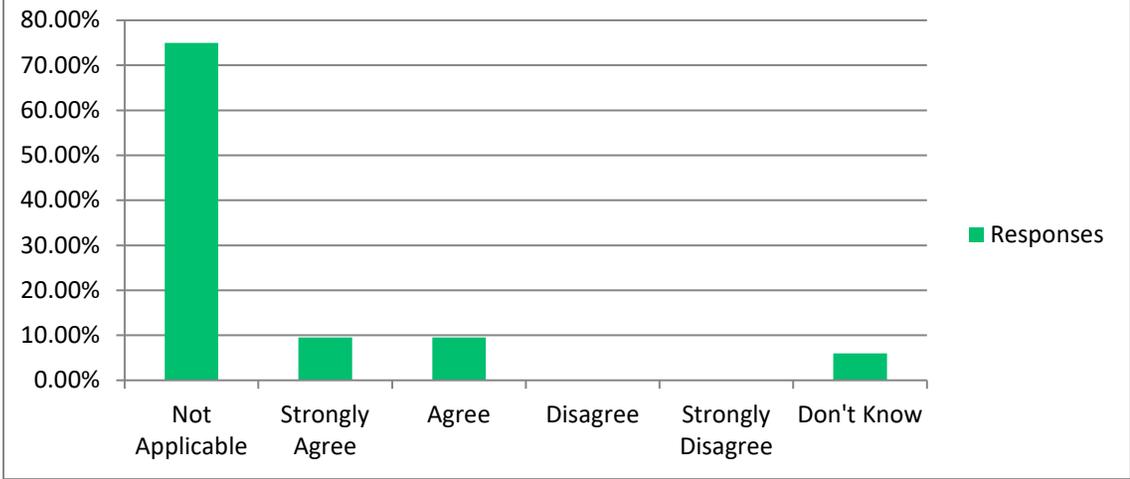


Response Date	Comment:
Sep 13 2022 12:43 PM	Not sure this question is applicable?

My child has full support in learning the curriculum through sheltered instruction or primary language support.

Answer Choices	Responses	
Not Applicable	75.00%	63
Strongly Agree	9.52%	8
Agree	9.52%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	5.95%	5
Comment:		1
	Answered	84
	Skipped	90

My child has full support in learning the curriculum through sheltered instruction or primary language support.



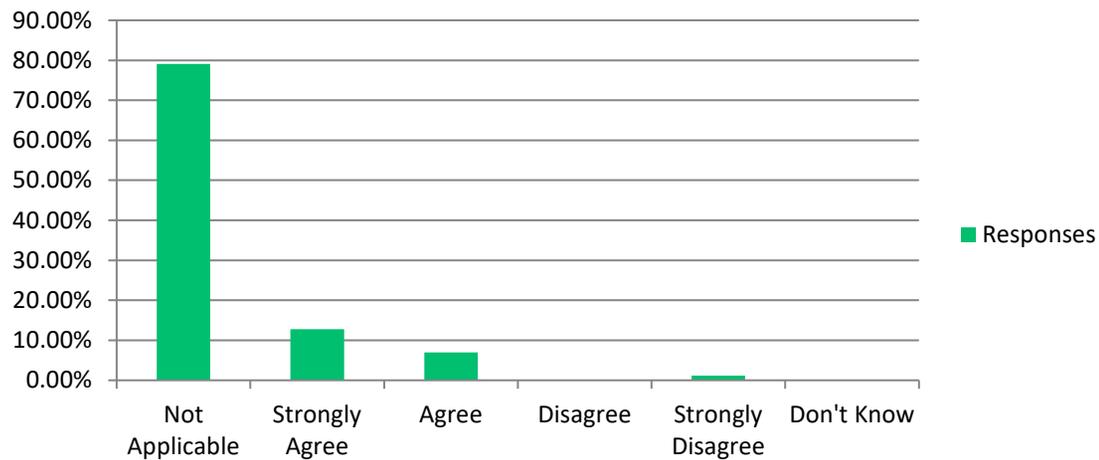
Response Date	Comment:
Sep 14 2022 04:18 PM	Sheltered instruction??

21st Century Cyber Charter School Parent Survey

My child has an Individualized Education Plan (IEP) that outlines how his or her academic needs will be met.

Answer Choices	Responses	
Not Applicable	79.07%	68
Strongly Agree	12.79%	11
Agree	6.98%	6
Disagree	0.00%	0
Strongly Disagree	1.16%	1
Don't Know	0.00%	0
Comment:		2
	Answered	86
	Skipped	88

My child has an Individualized Education Plan (IEP) that outlines how his or her academic needs will be met.



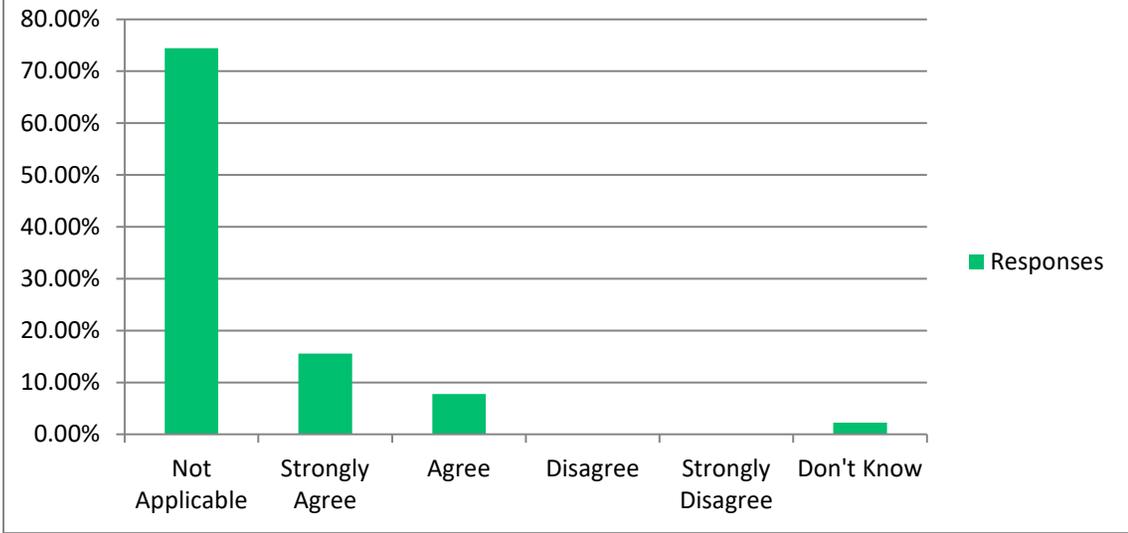
Response Date	Comment:
Sep 13 2022 02:34 PM	She used to i am considering revisiting it
Sep 13 2022 01:25 PM	YES. Again, I am happy to share more if needed. Very very happy with IEP, teachers and advisors.

21st Century Cyber Charter School Parent Survey

My child's teachers closely follow my child's IEP.

Answer Choices	Responses	
Not Applicable	74.44%	67
Strongly Agree	15.56%	14
Agree	7.78%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	2.22%	2
Comment:		2
	Answered	90
	Skipped	84

My child's teachers closely follow my child's IEP.



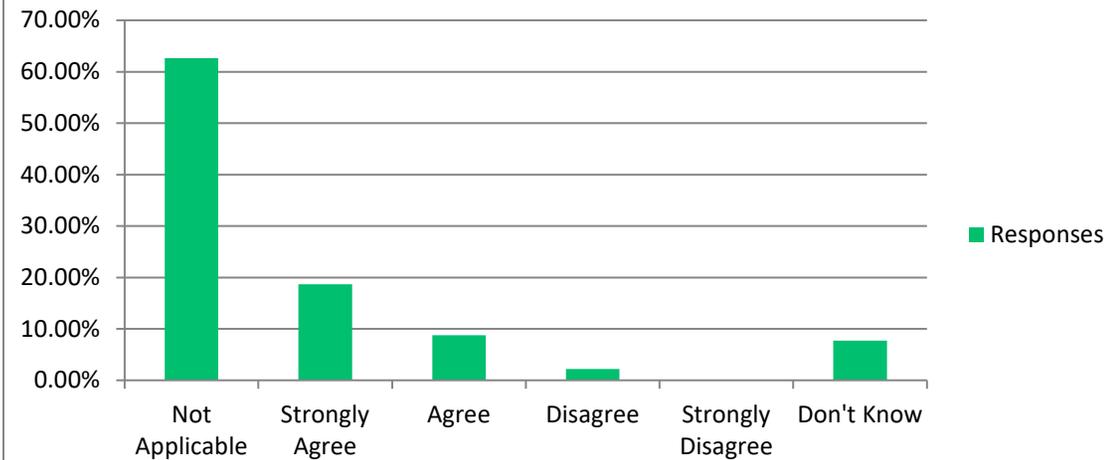
Response Date	Comment:
Sep 13 2022 12:39 PM	We have not yet heard back about implementing an IEP
Sep 13 2022 11:25 AM	Offer alternative assignments

21st Century Cyber Charter School Parent Survey

My child's teacher makes modifications to instruction and assignments in response to my child's 504 or specific needs.

Answer Choices	Responses	
Not Applicable	62.64%	57
Strongly Agree	18.68%	17
Agree	8.79%	8
Disagree	2.20%	2
Strongly Disagree	0.00%	0
Don't Know	7.69%	7
Comment:		6
	Answered	91
	Skipped	83

My child's teacher makes modifications to instruction and assignments in response to my child's 504 or specific needs.



Response Date	Comment:
Sep 13 2022 06:02 PM	Has not happened because it has not been needed
Sep 13 2022 02:05 PM	For two years there has been little to no follow up on 504 items. A teacher has never checked in
Sep 13 2022 01:58 PM	Her 504 seems to only come into play when she has to test at a location
Sep 13 2022 12:43 PM	Not applicable
Sep 13 2022 12:39 PM	We have not yet heard back about implementing a 504 plan
Sep 13 2022 11:12 AM	the 504 process was well done and in a timely manner

21st Century Cyber Charter School Parent Survey

Is there anything else you would like to share with the auditors?

Answered	45
Skipped	129

Response Date	Responses
Sep 19 2022 10:33 AM	It would be great if teachers sent a weekly email on what is being covered in class and how it correlates with the weekly assignments.
Sep 17 2022 09:17 PM	My child is learning much better with this school- but he often feels like he has no in person friends and is lonely. This is something that can be worked on for the school- he is joining the adventure club to help but many of the planned trips are hours away from us. There should be more trips planned in general and more options locally.
Sep 17 2022 09:01 PM	More examples/videos/resources are needed in pre-calc. German curriculum needs an over haul. Many extra curriculum courses need to be reviewed- quizzes should reflect information in lessons.
Sep 17 2022 07:50 PM	We are very pleased with 21ccc. Our son graduated there and moved on to Drexel University. Our daughter is in her Junior year and able to combine 21ccc with other activities.
Sep 17 2022 11:15 AM	Extremely pleased with 21st Century Cyber; my child's education has been greatly improved in all areas since he transferred to this school.
Sep 16 2022 08:47 PM	No
Sep 16 2022 08:31 AM	New student, less than 1 month in the program. Many areas are unknown at this time.
Sep 15 2022 07:13 PM	I feel shorter focused assignments enhance learning.
Sep 15 2022 06:07 PM	Keep up the great work.
Sep 15 2022 02:31 PM	Not at this present time
Sep 15 2022 09:56 AM	Not at the moment
Sep 15 2022 08:37 AM	2 of my 3 children have graduated from 21st Century with honors and were well prepared academically for college... especially my daughter who was in her freshman year when Covid required the students to learn remotely. The study skills, work habits and independence she learned from 21st Century allowed her to handle that difficult time with ease.
Sep 15 2022 07:39 AM	Enjoying this so far! Definite learning curve but I'm overall very pleased with our choice.
Sep 15 2022 07:06 AM	We have been part of the 21CCCS student body for 3 years now. I have recommended the school to others and shared our "story" with them. The faculty is very helpful and will contact you when they feel AI there's an area of concern. They give positive feedback on returned assignments, and will answer any questions you may have promptly.

Sep 15 2022 06:37 AM	This school is very easy and helps my child in all ways
Sep 14 2022 08:56 PM	no
Sep 14 2022 05:04 PM	We wish we would have placed our children in 21 CCCS in kindergarten. They learn so much here. This was a huge change for our children. The lessons are diverse, and they are learning. We are so proud!
Sep 14 2022 04:58 PM	I love the school for my son. The teachers are always responsive. I feel he is learning and growing as a student.
Sep 14 2022 04:18 PM	I'd like to see CRT and leftist ideologies removed from all schools including this one.
Sep 14 2022 02:17 PM	Our experience with the school is generally positive however, we are seeking a better educational alternative. I personally feel, the way the material is presented is just not as good as in-person instruction. Maybe a mix of VR or extended reality could help.
Sep 14 2022 05:26 AM	Not at this time
Sep 13 2022 09:29 PM	some classes that are offerered may need additional information about what their practical application is. Who would benefit from the Course.
Sep 13 2022 09:23 PM	No
Sep 13 2022 06:49 PM	Definitely keep the format of being asynchronous because it is what sets the school apart from other charter schools and our main purpose for choosing it. The 5 mandatory classes weekly are just the right amount of synchronized learning. It is also good to provide addition learning for those that seek and need it but keep it optional.
Sep 13 2022 06:02 PM	no
Sep 13 2022 02:21 PM	All of my child's teachers has been very helpful in his learning and progress.
Sep 13 2022 02:05 PM	The strengths of the school are why we are here as I have answered above. Our son is doing very well and we are thrilled with the content and learning activities. However, the need for students to learn to collaborate and work on teams is glossed over and overlooked. I imagine because it is difficult to execute. But it is a growing short coming that has us considering other options in the future. For all that we love, there is little opportunity for students to authentically interact, share ideas and learn from each other.
Sep 13 2022 01:25 PM	All five of my kids have used 21CCCS, some on distinguished honor roll and some with IEP. 21CCCS has been with them every step of the way, no matter how advanced or delayed each kid was. Highly recommend.
Sep 13 2022 12:56 PM	No
Sep 13 2022 12:43 PM	We are so far very happy with our experience at 21ccc
Sep 13 2022 12:39 PM	Our child is really enjoying and appreciating both the instruction and the content being delivered by 21st CCS. We were with a program monitored by our school district last year and it was a very detrimental experience.

Sep 13 2022 11:38 AM	School choice rules!!!
Sep 13 2022 11:33 AM	I WISH REGULAR PUBLIC SCHOOLS ACAN ADOPT THIS MODEL TO BRING IN THE ACADEMIC EXCELLENCE AND DEDICATION OF THE TEACHERS. MY FIRST CHILD WHO MOVED TO THIS SCHOOL IN 12 th grade during Corona virus related school closure. She thinks she wouldn't have passed first year of college with this much success without the learning method she got from this school. I have second child in this school since 9th grade, now in 11th grade. She is feeling this is the best challenge she could get academically. She participates Sports at Varsity level with local schools : member of DECA , GIRL SCOUTS AND NATIONAL HONOR SOCIETY MEMBER. We are very appreciative of this school and the staff.
Sep 13 2022 11:30 AM	We love Mr. Kinsch. School has terrific gifted services
Sep 13 2022 11:28 AM	The staff have been wonderful and are very helpful. They are always making recommendations based on my child's grades and if I hesitate, they are quick to tell me, we can reverse it, if things do not work out. Any time I have a problem, someone gets back to me right away to either help with the issue or to get me in touch with someone who can. We have had a wonderful experience with this school.
Sep 13 2022 11:19 AM	Love the school! My child has received a better education here than brick and mortar.
Sep 13 2022 11:08 AM	The variety of learning activities and presentation of materials adds to the success of the students as well as their level of enjoyment in the process!
Sep 13 2022 11:08 AM	Focus more on "history" not BLM issues, that is NOT history.
Sep 13 2022 11:02 AM	The format of this school more fully meets my student's needs than the brick and mortar schools had.
Sep 13 2022 11:02 AM	My daughter's 504 is reviewed every year with discussion of how to best meet her needs during the current year, as well as looking beyond high school. Teachers, academic advisor and counselor truly care for my daughter and her needs. They are patient and kind and much appreciated.
Sep 13 2022 10:49 AM	We need SAT math prep!
Sep 13 2022 10:49 AM	21cccs for the most part has been good. There are certain teachers that need to understand what teaching is. Kids should not be made an example of or put down. Perhaps a misunderstanding in a question which could easily be explained. A true teach cares about the kids ability to learn. My only other gripe is that some of the programs given to the students hold them back from creativeness and details.
Sep 13 2022 10:45 AM	We are very pleased with this school
Sep 13 2022 10:41 AM	Nothing other than 21CCS is a great school.
Sep 13 2022 10:37 AM	The school counselors vary but some are not the best at helping parents support their student's needs.



Annual Federal Programs Meeting for Parents and Families

Title I

Title II

Title IV

May 25, 2023

Please click on the link below to sign in for this meeting.

<https://forms.gle/3DUrqPDjZinm6KDH8>

Agenda

- Welcome
- Complete Attendance Sign-in
- Presentation of Slides
- Parent Feedback - Share Feedback Link
 - How can we help your child achieve?
 - What additional training do our teachers need?
 - How can we improve our Parent Family Engagement efforts?
 - What suggestions do you have for spending federal funds?
 - What suggestions do you have for consideration of our policies around Title I?
 - What suggestions do you have for consideration for allocation of funds for Title 1: Instructional Support?
 - What suggestions do you have for consideration for allocation of funds for Title 2: Professional Development?
 - What suggestions do you have for consideration for allocation of funds for Title 3: English Language Development?
 - What suggestions do you have for consideration for allocation of funds for Title 4: Well-rounded Education?
- Adjourn Meeting

Title Program Overview

Title 1 Instructional Support	Title 2 Professional Learning	Title 4 Well-Rounded Education, Safe & Healthy Students, Technology Integration
Remedial Instructional Intervention	Preparing, Training, Recruiting High-Quality Teachers, Principals & Other School Leaders	Well Rounded Education, Safe & Healthy Students, Technology Integration
(22-23SY) - \$295,380	(22-23SY) - \$26,115	(22-23SY) - \$25,952
<ul style="list-style-type: none"> ● Hire 2 Reading Specialists ● Purchase additional learning resources/supplies as determined by need 	<ul style="list-style-type: none"> ● Professional Development Structured Literacy ● Professional Development Math ● Professional Development Science 	
2022-2023 Total Amount = \$347,447.00 2023-2024 Estimated Fund Amount = \$314,161.00		

What is Title 1?

- Title I is the largest federal aid program that provides funds for extra help in reading and mathematics.
- Funded under the Every Student Succeeds Act, the goal of Title I is to support a high quality education for every child.

How do students at 21st Century Cyber Charter School benefit from Title 1?

- 21st Century Cyber Charter school receives money based on the overall poverty level of the school, which is based on census information.
- School eligibility is based on the number of children involved in the federal free and reduced lunch program.
- Any student who attends 21st Century Cyber Charter School may be eligible for Title 1 reading/math support regardless of financial need.

Which students receive Title 1 support?

- All 21st Century Cyber Charter School students are screened in the fall through the use of various assessments at each grade level.
- Students are selected for Title I reading/math support based on their academic need.

What assessments/data are used to determine Title 1 eligibility?

- Literacy Diagnostic Assessment Data
- Mathematic Diagnostic Assessment Data
- Reading Benchmark Assessment Data
- Mathematic Benchmark Assessment Data
- Anecdotal Records
- Attendance/Suspension Data
- Report Card Grades
- Retention Data

What are the Title 1 services at 21st Century Cyber Charter School?

- The 21st Century Cyber Charter School Title I Program offers supplementary instruction in grades six through twelve.
- A variety of teaching methods and materials through small group or individual instruction is provided within the regular classroom or pull-out environment, depending on the student's reading/math needs.

How are students selected for Title 1?

- Eligibility for Title I assistance is determined by grade-specific indicators of need. These indicators include Diagnostic Data, Benchmark Data, PSSA Exam results, Keystone Exam results.
- Throughout the school year, the reading/math interventionists in collaboration with the teachers identify students who would benefit from additional instructional support the following school year.

How are parents informed?

- Throughout the year, the reading/math interventionists will determine the students who will benefit the most from instructional support and develop schedules to provide that support.
- Letters will then be sent home notifying parents. Parents can contact the school with any questions about support. The first Title I Parent meeting in the fall further explains the Title I program.

How do the Title 1 funds benefit parents?

- Title 1 funds are used to provide informational programs for parents whose children are receiving additional instructional reading/math support through Title 1.
- School meetings are offered throughout the year to support family literacy/math activities. Second language assistance is available at these meetings.

How are parent involved in the Title 1 program?

- Research shows that children do better in school when their parents are involved in their education throughout the school years. Parents are encouraged to participate in all Title 1 meetings to review, plan, and improve the program, including family engagement.
- Each year, parents receive a school-parent-student compact which highlights our cooperative relationship in education.
- The school-wide Title 1 Parent Advisory Committee welcomes and encourages all parent and family participation. The reading/math interventionists attend parent conferences, and can address questions about the program and individual students.

What does the Title 1 program look like at 21st Century Cyber Charter School?

- At 21CCCS, the reading/math interventionists and the classroom teachers work together to identify students who qualify for the program.
- The reading/math specialist is in regular contact with the teacher to plan and coordinate lessons, and to discuss the progress of the students. The reading/math specialist are also responsible for documenting student progress and eligibility for the program.
- At 21CCCS, we strive for a partnership between family and school. Student achievement is greater when reading/math are valued and encouraged at home. The reading/math interventionists will often share materials for additional home practice or will offer suggestions to parents for in-home support. We welcome communication and involvement between home and school.

How do parents know if their student is making progress?

- Progress reports are sent home along with the school's quarterly report card.
- The reading/math specialist will participate in the parent-teacher conferences held in the fall and spring.
- Parents are encouraged to contact the reading/math specialist at any time for information about their student's progress. Parents have opportunities for regular meetings to make decisions about their student's education.

How do parents know about the district curriculum and assessments used to monitor a child's progress?

- Parents are encouraged to attend Back to School Night at the start of the school year when the teachers outline the curriculum, assessment, and work expectations.
- Curriculum, standards, assessments, and progress are further discussed at conference time. PSSA results are mailed home, and student grades can be accessed online through the parent portal.
- Parents may contact the teacher or instructional specialist via phone or email at any time for more information.

School / Parent / Student Compacts

The School will...	The Parent and Family will...	The Student will...
Treat each child with dignity and respect.	Create a home atmosphere that supports learning.	Attend school on a daily basis
Strive to address the individual needs of the student.	Send the student to school on time, well-fed, and well-rested on a regular basis.	Develop a positive attitude toward school.
Acknowledge that parents are vital to the success of child and school.	Monitor school assignments and give support where needed.	Be responsible for completing homework on time.
Provide a safe, positive and healthy learning environment.	Attend school functions and conferences.	Be cooperative by carrying out the teacher's instructions and ask for help as needed.
Assure every student access to quality learning experiences.	Encourage their student to show respect for all members of the school community and school property.	Do daily work that is neat and reflects the student's best effort.
Assure that the school staff communicates clear expectations for performance to both students and parents.	Review all school communications and respond promptly.	Be respectful to all school members and to school property.

Policy

The school is currently drafting policies and will present these policies to the stakeholder in October 2023 for feedback. This is required by Federal Programs.

Input and Feedback

21CCCS thanks you for attending the Federal Program Stakeholder meeting. Your feedback is valuable in order to help support students achieve in our school. We welcome you to provide any input/feedback to regarding federal programs and our future planning.

Federal Program Feedback Form:

<https://forms.gle/vD3dvUtBagkGXFiZ8>

Thank you for attending today's meeting.



Student First	Grade Level	Total guests (including student)	If student is attending without parent, list of parent 1 for pickup	Permission slip signed?	Social Media Release	Notes	Nurses Notes
Thomas	6	2	parent attending: Brian █████	Yes			
Lucian	7	2	parent attending: Angela █████	Yes			
Max	7	2	parent attending: Nina █████	Yes			
Alexander	8	2	parent attending: Catherine █████	Yes			
Rowan	8	2	parent attending: Casey █████	Yes			
Jordan	8	2	parent attending: Brenda █████	Yes			
Zoe	8	1	non-parent attending: Nina █████	Yes			
Brycen	8	2	parent attending: Andrea █████	Yes			
Arthur	8	2	parent attending: Morganne █████	Yes			
Michael	8	2	parent attending: Danielle █████	Yes			
Jaxon	8	1	parent attending: Michelle █████	Yes			
Alexander	8	2	parent attendng: Althea █████	Yes			
Riley	8	2	parent attending: Brad █████	Yes			
Extra	9	1	parent attending: Stephanie █████	Yes			
Gabriel	9	1	parent attending: Samantha █████	Yes			
Amelia	9	2	parent attending: Jeffrey █████	Yes			
Alex	9	2	parent attending: Jamie █████	Yes			
Eliana	9	2	parent attending: Laura █████	Yes			
Nora	9	2	parent attending: Gretchen █████	Yes			
Joshua	9	1	parent attending: Chenaya █████	Yes			
Robert (RJ)	9	2	parent attending: Heather █████	Yes			
Joelle	9	2	parent attending: Michelle █████	Yes			
Rosie	9	3	parent attending: Ken & LynnAnn █████	Yes			
Alexandra	9	2	parent attending: Lea █████	Yes			
Illiana	9	1	non-parent attending: Sarah █████	Yes			
Anna	9	2	aunt attending: Sarah █████	Yes			
King	9	2	parent attending: Chenaya █████	Yes			
Reagan	9	4	█████	Yes			
Tessa	10	1	parent attending: Cara █████	Yes			
Peter	10	1	parent attending: Cara █████	Yes			
Joel	10	1	parent attending: Stephanie █████	Yes			
Alecis	10	2	parent attending: Michelle █████	Yes			
Adrian	10	2	parent attending: Samantha █████	Yes			
Shelby	10	1	parent attending: Carla █████	Yes			
Roman	10	2	parent attending: Tanya █████	Yes			
Thomas	10	2	parent attending: Amy █████	Yes			

Logan	10	2	parent attending: Mary [REDACTED]	Yes		
Jack	10	2	parent attending: Mary [REDACTED]	Yes		
Emery	10	2	parent attending: Carl [REDACTED]	Yes		
Joseph	10	2	parent attending: Jerome [REDACTED]	Yes		
Tatiana	10	2	grandparent attending: Glenn [REDACTED]	Yes		
Derek	10	3	parents attending: David & Marcela [REDACTED]	Yes		
Tyreak	10	2	parent attending: Jasmin [REDACTED]	Yes		
Mercedes	10	2	parent attending: Marcia [REDACTED]	Yes		
Caitlin	11	2	parent attending: Carla [REDACTED]	Yes		
Christine	11	4	[REDACTED]	Yes		
Autumn	11	2	parent attending: Darlene (or) David [REDACTED]	Yes		
Sienna	11	2	parent attending: Jennifer [REDACTED]	Yes		
Zane	11	2	parent attending: Michelle [REDACTED]	Yes		
Adin	11	3	grandparent attending: Barb & Dale [REDACTED]	Yes		
Rayne	11	2	parent attending: Melissa [REDACTED]	Yes		
Serenity	11	2	parent attending: Cathi [REDACTED]	Yes		
Emalina	11	2	parent attending: Elizabeth [REDACTED]	Yes		
Alexa (Drew)	11	1	parent dropping off: Melissa [REDACTED]	Yes		
Hezekiah	12	1	dropping off: Martinique [REDACTED]	Yes		
Luke	12	2	parent attending: Cara [REDACTED]	Yes		
Levi	12	2	parent attending: Stephanie [REDACTED]	Yes		
Ana	12	2	parent attending: Alicia [REDACTED]	Yes		
Ethan	12	1	parent attending: Andrea [REDACTED]	Yes		
Meryl	12	1	student driving: Meryl [REDACTED]	Yes		
Helena	12	2	parent attending: Marissa [REDACTED]	Yes		
John	12	2	parent attending: Diane [REDACTED]	Yes		
	Total:	117				

Student First	Grade Level	(including	list of parent 1 and 2 in SIS for pickup	slip signed?
Emma	9	2	parent attending: Stephanie [REDACTED]	Yes
Lilliana	8	2	parent attending: Stephanie [REDACTED]	Yes
Hannah	7	2	parent attending: Heather [REDACTED]	Yes
Rachel	9	1	parent attending: Heather [REDACTED]	Yes
Sara	9	2	parent attending: Beth [REDACTED]	Yes

Release	Notes	Nurses Notes

Ashley Cooke		Kate Griffin	
Lisa Moynihan		Kelly Sherbondy	
Cathy Delaney		Kristi Ferrell	
Steve Galette		Jennifer Offenbeck	
Pat Tobin		Sossie Brown	
Darren Gibb		Allan Murray	
Sanna McCoy		Claire Wilson	
Laura Elder	after 10:15	Julie Maloney	after LL
Alex Copenhaver	after 12pm		
Mary Beth Giadonato			
Trisha Miller			
John Bugay			
Peicheng Chu			
Jaclyn DeRita	before 12pm		
Becky Beyers			
Jason Mancini			
Chip Cronin	after 11:30		
Kim Geller			
Brandon Dayan			
Nicole Sendeki			
Lauren Andrulowitch			
Jackie Malandro			
Tori Hicks			
Morgan Bull			
Maria Alexis	before 12:30		
Patty Hennessey			

West Chester

Duty	Description	Staff Member (s)
Pick up food (10:30)	Wegmans in Downingtown (sandwich trays, snack bags, water bottles & cookie trays)	Trisha, Kim, Brandon
Load & Unload supplies	Tent, large white cooler, relay game supplies, 4 table & 6 chairs, gloves to pass out food, paper products	Peicheng, Chip, Jason, Maria
Check In Families Parking attendant	Use computer to check in, encourage families to sign social media release form Direct families to appropriate parking lot Give directions for relay races & keep kids engaged	Emily, Laura, Nicole, Sanna Steve, Pat, Darren (Flex)
MC	set up and pass out food to families & staff	Ashley, John B
Food Tables		Jackie, Tori, Morgan, Patti
Set up Relay Races	Position cones & relay supplies in the field Beach Ball Pass Chicken with an Egg	Cathy, Becky, Jaclyn
Run Relay Races	Sponge Collection	Mary Beth, Sanna, Lisa, Lauren A and Grade Level Teachers
Clean Up	clean up tables & tents, return supplies to office	Everyone

Murrysville

Duty	Description
Order & Pick up food	pizza place: 2 cheese pizzas, 1 peperoni, 4 large subs (turkey, italian, vegetarian & ham); cookies?
Load & Unload supplies	Tent, large white cooler, relay game supplies, 4 table & 6 chairs, gloves to pass out food, paper products
Check In Families	Use computer to check in, encourage families to sign social media release form
Parking attendant	Direct families to appropriate parking lot
MC	Give directions for relay races & keep kids engaged
Food Tables	pass out food to families & staff
Set up Relay Races	Position cones & relay supplies in the field Empty trash cans (mville MUST remember to do this or we will get a \$200 fine), clean up tables & tents, return supplies to office
Clean Up	



Kate & Kelly

everyone

everyone
everyone

everyone

everyone

everyone

everyone

Technology Plan
2020 - 2025
21st Century Cyber
Charter School

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Executive Summary

Overview

Technology is rapidly transforming the world around us, and schools need to be at the forefront of this transformation. Technology can be a powerful tool for supporting learning and teaching, but it is important to use it strategically and effectively.

This technology plan outlines the school's vision for technology use and provides a roadmap for implementation. The plan focuses on the following key areas:

- **Infrastructure:** The school will invest in the necessary infrastructure to support the use of technology, including high-speed internet, reliable devices, and adequate software.
- **Professional development:** The school will provide professional development to teachers on how to integrate technology into their teaching.
- **Curriculum integration:** The school will develop and implement a curriculum that integrates technology into all subject areas.
- **Student support:** The school will provide students with the support they need to use technology effectively and safely.

The school will monitor the implementation of the technology plan and make adjustments as needed. The school will also work with the community to ensure that the plan is aligned with the needs of students, parents, and teachers.

School Vision

To continually enhance our flexible environment in support of all students' academic, social, and emotional growth using innovative approaches to learning in preparation for their future aspirations.

School Mission

To foster a student-centered experience that inspires and empowers our learners through engaging curriculum facilitated by supportive educators to develop the whole individual.

Core Values

21st Century Cyber Charter School...

- Commits to keeping the needs of all students at the center of decision-making.
- Understands the need all students have to feel safe, respected, and free from judgment in order to achieve their personal best.
- Engages with stakeholders vested in the academic, social, and emotional growth of students.
- Develops multiple academic pathways to maximize student potential and meet state requirements.
- Believes a high-quality learning environment is grounded in multidisciplinary teamwork focused on advancing our mission and vision.

Current State of Technology

Network Infrastructure

21CCCS utilizes a well-designed cloud-managed network infrastructure that provides high performance speed, scalability and security. We utilize many of the built in features of the network devices including, but not limited to, intrusion prevention, content filtering, and point-to-point VPN support.

The West Chester network is comprised of all Meraki network equipment. Sitting at the entry point to the network is a Meraki MX450 firewall with a 1Gbps internet connection provided by our ISP, ChescoNet. The MDF consists of two Meraki MS425 switches. There are two IDF locations. The IDF's contain a total of ten Meraki MS250 switches. The wireless infrastructure is comprised of 9 MR42 access points and 16 MR52 access points.

The Murrysville network also is comprised of all Meraki network equipment. The entry point for Murrysville consists of two Meraki MX85 firewalls operating in an active/standby state. The ISP, Comcast, provides a 100Mbps connection to service the building. The MDF consists of two Meraki MS250 switches. There are no IDF locations at Murrysville. The wireless infrastructure is comprised of four Meraki MR42 access points.

See Appendix A for the network topology diagrams.

Server Infrastructure

The 21CCCS server infrastructure consists of a Dell PowerEdge R640 and five Apple Mac Mini servers. The Dell R640 server runs VMware ESXi in order to host our Mitel Phone System. The Mac Mini servers are used to host FileMaker Pro (which runs our student information system), the Optix server (which hosts our secure digital document repositories), the Admin server (which provides file sharing services for administrative team members), the Media server (which hosts web content for our learning management system), and the PaperCut server (which provides print tracking capabilities for our multi-purpose copiers). All on premises servers are backed up daily to hard drives that are rotated on a weekly basis. Backups are also stored in the cloud utilizing Google Drive.

21CCCS also utilizes many cloud SAS vendors to provide additional services such as our learning management system and mobile device management system. Please see Appendix C for a listing of cloud service providers.

Cybersecurity

Cybersecurity is of the utmost importance at 21CCCS. All staff and student passwords must meet complexity requirements as well as reuse requirements, meaning the same password cannot be reused once an existing password expires. Endpoint security software is installed on all staff and student laptops and monitored via a cloud-based management system. Staff and student devices are equipped with content filtering software to protect all users from inappropriate content as well as provide an additional layer of protection against malware. DMARC, DKIM, and SPF are used to enhance and monitor email security. 21CCCS recognizes the importance of user awareness of cybersecurity and issues a monthly newsletter to staff to educate users on relevant and important security topics. 21CCCS is also in the process of moving to a Single Sign On platform that will reduce the number of passwords our users will need to manage as well as make it easier for our users to sign into the numerous services our school uses.

Staff Technology

Each staff member at 21CCCS receives a MacBook Pro and an iPad. Staff also receive two external displays for their desk in the office and one display to use for their home office. Staff devices are enrolled into our MDM solution. This solution provides staff a way of installing new software and updating existing software via the Self Service application. Endpoint security software with EDR functionality is installed on all staff laptops. Staff laptops also have endpoint backup software installed that will backup their home directories to a cloud destination once a day.

Student Technology

Every student at 21CCCS receives a MacBook Air and an iPad. Student devices are enrolled in our MDM solution and provide students a way to have some management controls over their devices. They are able to install or update software via the Self Service application. Student laptops are equipped with endpoint security software. Students are encouraged to backup their files to Google Drive on a weekly basis.

Instructional Technology

Students and staff have access to a wide variety of instructional software and tools. 21CCCS uses four core platforms as the base for our instructional technology needs. FileMaker Pro is used to host a custom built student information system. The SIS provides teachers with all the information they need in real time to work with and support students. Moodle is used as our learning management system and is cloud hosted. All course curriculum is developed within and accessed through Moodle. Our asynchronous model allows students to access and complete lessons and assignments on a week-by-week basis. With approval, students can have additional weeks of curriculum made available to them in order to work ahead of the suggested pacing. Staff and students use Google Workspace for Education as the primary collaboration and productivity tool. Every staff member and student receives a Google account that provides them access to email, calendars, and documents, including spreadsheets and presentations. Jigsaw is used as the primary video collaboration tool for staff and students. Teachers have the ability to host virtual classes and virtual office hours using Jigsaw. In addition to these four core tools, 21CCCS uses various other instructional tools. Please see Appendix C for a list of additional instructional tools.

Incident Response Plan

See Appendix C for the Incident Response Plan.

Disaster Recovery Plan

See Appendix D for the Disaster Recovery Plan.

Goals and Objectives for Improving Services

Goal 1

Improve User Account and Password Management for all 21CCCS Users

Description

Currently staff and students utilize generic local accounts to sign into their devices. Furthermore, students and staff are required to manage multiple usernames and passwords for all 21CCCS services. By migrating directory services to Azure AD and implementing Single Sign On for all 21CCCS users, we will improve both user account and password management as well as increase security.

Activity	Description	Timeline for Implementation	Completion Date
Directory Services Implementation	<ul style="list-style-type: none">• Setup Azure AD user accounts and groups• Integrate Azure AD with Jamf MDM to allow use of SSO account during device local account creation• Migrate existing staff members to new directory service	2020 - 2021 School Year	January 2021

Goal 2

Improve Student User Experience and Device Security

Description

The operating system and user security protocols are outdated on student devices. This poses a security risk as well as a risk of students being able to circumvent security measures that are obsolete. Updating the operating system and device management restrictions will provide our students a more secure and safe environment to complete school work.

Activity	Description	Timeline for Implementation	Completion Date
Upgrade Operating System on all Student Devices	<ul style="list-style-type: none">• Recall all student devices and perform operating system updates• Install/upgrade all applications on student devices• Review and update student device profiles in the mobile device management platform	2020 - 2021 School Year	August 2021

Goal 3

Improve Technical Support Operations & Issue Tracking

Description

The existing help desk ticketing system is outdated and in need of replacement. The system no longer meets the needs of the school as the school has expanded and technology has evolved and its use has increased. We need to evaluate and select a replacement help desk that will meet the needs of the tech department, staff, and students.

Activity	Description	Timeline for Implementation	Completion Date
Replace Outdated Help Desk Ticketing System	<ul style="list-style-type: none">Select, setup, and implement new help desk ticketing system	2021 - 2022 School Year	August 2021

Goal 4

Improve Reliability and Security of our Document Repositories

Description

The existing admin server is outdated and does not support modern file sharing protocols. Likewise, the existing Optix server is outdated and does not meet newer security standards. Migrating admin server files to Google Drive will consolidate the locations where users need to go for files, provide additional storage space, provide improved security and reliability, and provide additional redundancy for backup. Replacing the Optix server will provide a modern user experience for our staff. A web based interface will ensure staff have access to the files they need from any device that supports web browsing and also ensure files are accessed via an encrypted connection.

Activity	Description	Timeline for Implementation	Completion Date
Migrate Files from Admin Server to Google Drive	<ul style="list-style-type: none">Work with administrative team members to coordinate the migration of files from the Admin Server to Google Shared Drives	2021 - 2022 School Year	March 2022
Replace Optix Server with SCView Cloud-Based Platform	<ul style="list-style-type: none">Work with users of the Optix platform to migrate files to the SCView platform	2021 - 2022 School Year	June 2022

Goal 5

Enhance User Account Security with Multi-Factor Authentication

Description

Recent increases in cyber threats and attacks have made it necessary to increase user account security. In addition to increased threats and attacks, regulations set forth by cybersecurity insurance carriers require schools to implement MFA in order to carry an insurance policy. 21CCCS will implement multiple methods of MFA, including physical security keys and passwordless authentication.

Activity	Description	Timeline for Implementation	Completion Date
Enforce MFA for All Staff User Accounts	<ul style="list-style-type: none">• Provide users with an authentication app to use as an MFA factor• Provide staff with a physical security key as an additional MFA factor• Enable a security policy that enforces MFA for all staff users	2021 - 2022 School Year	May 2022

Goal 6

Upgrade Staff Technology

Description

Staff laptops are aging and becoming more problematic. They are severely outdated and are no longer providing staff an efficient way to work. Staff monitors are also outdated and failing. Over the course of many years, multiple models with different types of connections were brought into the school. There is no consistent way to provide staff with the accessories and cables they need to connect to the monitors.

Activity	Description	Timeline for Implementation	Completion Date
Replace Staff Laptops	<ul style="list-style-type: none">• Setup new laptop for all staff members• Transfer all files to the new laptop• Provide staff with training on using the new laptops	2021 - 2022 School Year	October 2022
Replace Staff Monitors	<ul style="list-style-type: none">• Replace staff office monitors and home office monitors	2021 - 2022 School Year	October 2022

Goal 7

Update School Communication Platforms

Description

The current phone system has numerous disruptions in service and the softphone application continually fails to function properly. This has resulted in frustrated users and less than desirable communication with staff,

students, and parents. Along with the phone system, 21CCCS currently utilizes many communication platforms that perform the same function. By consolidating communication platforms we can provide a more consistent approach to communication.

Activity	Description	Timeline for Implementation	Completion Date
Upgrade Phone System	<ul style="list-style-type: none"> • Replace all Mitel hardware with cloud based Cisco Webex Calling • Move phone numbers from existing service to Webex Calling • Deploy new phones and softphone application to staff 	2022 - 2023 School Year	June 2023
Consolidate A/V Meeting Platforms	<ul style="list-style-type: none"> • Replace existing A/V hardware in conference room with Cisco Webex hardware • Move other communication platforms to end of support and notify staff 	2022 - 2023 School Year	August 2023

Goal 8

Improve DataCenter Infrastructure and Server Backup Strategy

Description

The existing datacenter at 21CCCS does not have an enterprise level fault tolerance or backup strategy. Currently, physical servers are used with no additional server to provide redundancy. Backups are completed using consumer level software and housed in the datacenter. Backup drives are rotated once a week and moved off location.

Activity	Description	Timeline for Implementation	Completion Date
Implement a Virtual Server Environment with Redundancy	<ul style="list-style-type: none"> • Purchase new server hardware to provide redundancy in servers • Install and configure VMware ESXi • Transition physical servers to virtual environment 	2022 - 2023 School Year	April 2023
Implement an Enterprise Level Backup Strategy	<ul style="list-style-type: none"> • Setup and configure Veeam Backup software in the virtual server environment • Add additional cloud 	2022 - 2023 School Year	April 2023

	based storage to house immutable backups offsite		
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Goal 9

Improve Wireless Connectivity

Description

The wireless infrastructure at the 21CCCS offices shows gaps in coverage after a wireless site survey was performed. The access points are outdated and do not provide access using the latest 802.11 standards. The site survey performed showed that additional access points are required to provide adequate coverage in both office buildings.

Activity	Description	Timeline for Implementation	Completion Date
Add Additional Access Points and Upgrade Existing Access Points	<ul style="list-style-type: none"> Installed all new access points at both office locations Perform post installation wireless site survey to confirm wireless coverage 	2022 - 2023 School Year	April 2023

Goal 10

Replace Student Information System

Description

21CCCS uses a homegrown student information system that is actively being developed in FileMaker Pro. This FileMaker Pro database has existed since the school's inception in 2001. Over time, development of the SIS has changed hands multiple times creating inconsistent code and user interfaces. 21CCCS has also outgrown its use and now needs an SIS that is commercially developed and supported.

Activity	Description	Timeline for Implementation	Completion Date
Migrate SIS Systems	<ul style="list-style-type: none"> After a series of demos, Infinite Campus was selected by the staff as the new SIS Migrate existing student data from the old SIS to Infinite Campus Provide all 21CCCS staff training on Infinite Campus Move all day-to-day student information operations to Infinite Campus 	2022 - 2023 School Year	In progress

Goal 11

Upgrade Student Technology

Description

Student laptops are outdated and in need of replacement. The laptops no longer support the current operating system and have become more susceptible to failure and breakage due to their age. The performance of the laptops has deteriorated and can cause issues with modern software applications.

Activity	Description	Timeline for Implementation	Completion Date
Replace Student Laptops	<ul style="list-style-type: none">•	2023 - 2024 School Year	

Goal 12

Replace Learning Management System

Description

The current learning management system no longer meets the needs of the school. The current LMS does not provide integrations with modern student information systems and therefore requires increased effort from staff to manually update and sync information between systems. The outdated user interface can be confusing to staff and students at times and lacks modern features such as a student and parent portal for viewing assignment progress and grades.

Activity	Description	Timeline for Implementation	Completion Date
Migrate LMS Systems	<ul style="list-style-type: none">•	2024 - 2025 School Year	

Goal 13

Reorganize Directory Services

Description

Student usernames currently follow a format that can often result in duplicate usernames and requires technology staff to detour from the normal conventions to create unique student usernames. Student user accounts also exist in the same domain as staff. Staff accounts are created using a similar format. When searching the school directory it can be difficult to decipher between student and staff email addresses. Emailing the wrong user account could lead to multiple issues, especially if that email contains sensitive information.

Activity	Description	Timeline for Implementation	Completion Date
Implement New	<ul style="list-style-type: none">•	2024 - 2025	

Username Convention that Results in All Unique Usernames		School Year	
Move Student Accounts to a Subdomain of 21cccs.org	•	2024 - 2025 School Year	

Goal 14

Improve Asset Inventory Management

Description

The current inventory management platform was built into the old student information system for the school. With the transition to a new student information system, the school will need to select and migrate all technology and non-technology assets to a new inventory management platform.

Activity	Description	Timeline for Implementation	Completion Date
Select New Inventory Management Platform	•	2024 - 2025 School Year	
Migrate Existing Assets to New Platform	•		

Goal 15

Institute Four Year Device Hardware Refresh Plan

Description

In previous years technology has been replaced on an as-needed basis at 21CCCS. This leads to numerous issues with outdated equipment being in service, as well as budgetary issues for when new equipment is needed.

Activity	Description	Timeline for Implementation	Completion Date
Create a Timeline for Technology Replacement	•	2024 - 2025 School Year	

Goal 16

Expand Cybersecurity Initiatives

Description

This goal was recently added as a result of the changing cybersecurity landscape. As more schools become victims of attacks, we feel the need to continually reevaluate our current security measures on a recurring

basis. With new technologies, such as platform SSO and passkeys, we feel we will be better protected and reduce our risk of becoming a victim of cybersecurity attacks.

Activity	Description	Timeline for Implementation	Completion Date
Implement Platform SSO	•	2024 - 2025 School Year	
Implement Passkeys		2024 - 2025 School Year	

Goal 17

Evaluate and Adopt AI Technologies

Description

This is an additional goal added to our plan based on the explosion of AI technologies. AI can provide tremendous benefits to our students and staff, but we also must provide regulations so AI is used in an appropriate manner.

Activity	Description	Timeline for Implementation	Completion Date
Evaluate and Adopt New AI Technologies	•	2024 - 2025 School Year	

Goal 18

Incorporate AR/VR and Coding into Curriculum

Description

This is an additional goal added to our plan based on forthcoming technologies around spatial computing. These technologies can provide students a new way to interact and learn. Incorporating these technologies into our curriculum can have tremendous benefits for our students.

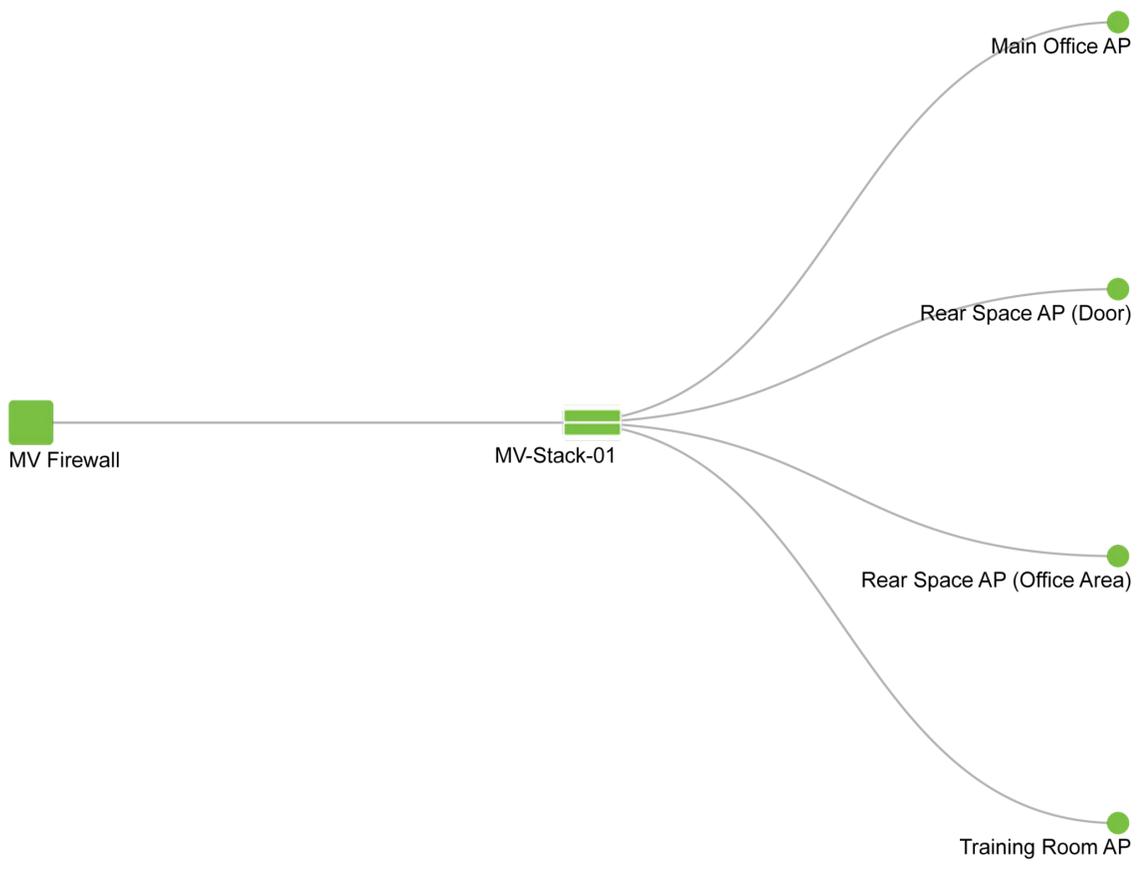
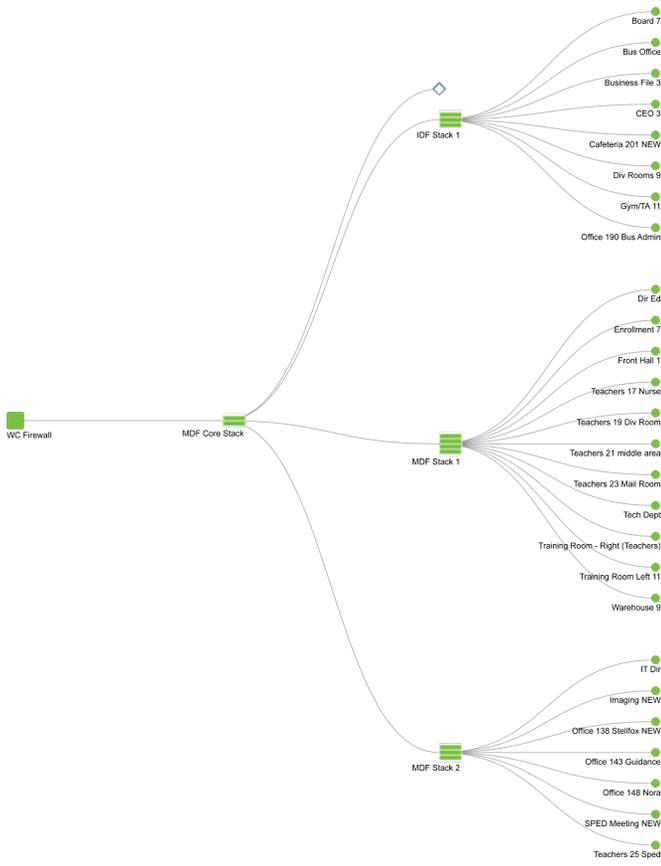
Activity	Description	Timeline for Implementation	Completion Date
Evaluate New AR/VR Technologies	•	2024 - 2025 School Year	

Budget Summary

Funding Source	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024 (Estimate)	2024 - 2025 (Estimate)
Technology Hardware	\$35,000	\$573,000	\$305,000	\$2,000,000	\$0
Technology Software	\$180,000	\$193,000	\$211,000	\$244,000	\$250,000
Cybersecurity	\$0	\$34,000	\$29,000	\$36,000	\$35,000
Communications & Internet	\$24,000	\$17,000	\$73,000	\$79,000	\$80,000
Professional Services	\$53,000	\$32,000	\$35,000	\$24,000	\$25,000
Professional Development	\$0	\$2,000	\$4,300	\$4,000	\$5,000

Appendices

Appendix A: Network Topology Diagrams



Appendix B: Server Backup Schedule

Backup Job	Backup Strategy	Backup Time
DHCP & DNS Servers	45 daily, 6 weekly, 12 monthly, 5 yearly	11:00pm
Apache Web Server	45 daily, 6 weekly, 12 monthly, 5 yearly	4:00am
Docker, Webhook, SFTP Servers	45 daily, 6 weekly, 12 monthly, 5 yearly	1:00am
RDP Application Server	45 daily, 6 weekly, 12 monthly, 5 yearly	3:00am
WMware Application Server	45 daily, 6 weekly, 12 monthly, 5 yearly	12:00am
Database Server	30 daily, 4 weekly, 12 monthly, 5 yearly	12:00am/pm

Appendix C: Cloud Service Providers

Application	Description	Category
Adobe Sign	Document esign services	Productivity Tools
ALEKS	Online learning program used for math placement assessment	Educational Tools
AP Classroom	Advanced Placement exam prep source	Educational Tools
Azure AD Portal	Directory services management	Tech Tools
Book Creator	Online book creation for sharing and publishing	Educational Tools
BrainPOP	Educational games, videos and quizzes	Educational Tools
Buzzmath	Math curriculum activities	Educational Tools
CK-12	Supplies variety of textbooks and activities	Educational Tools
Conjuguemos	World Language practice, assessment and gamification tool	Educational Tools
CSIU FIS	Financial services	Productivity Tools
Deck Toys	Classroom engagement platform	Educational Tools
EdPuzzle	Video assessment-centered tool	Educational Tools
Exact Path/Edmentum	Adaptive diagnostic assessments program	Educational Tools
FlipGrid	Video discussion platform	Educational Tools
Formative	Real-time, interactive assessment tool	Educational Tools
Frontline	Employee evaluation and professional development	Productivity Tools
GimKit	Educational gamification tool	Educational Tools
Gizmo	Interactive math and science labs	Educational Tools
Google	Productivity tools	Educational Tools
Incident IQ	Help desk ticketing system	Tech Tools
Infinite Campus	Student information system	Educational tools
Insert Learning	Tool to insert instructional content over a web page	Educational Tools
IXL	A comprehensive K-12 curriculum, individualized guidance, and real-time analytics	Educational Tools
Jamf	Mobile device management system	Tech Tools
Jigsaw	Virtual office and classroom platform	Educational Tools

LinkIt!	Assessment management platform	Educational Tools
Meraki	Network management tool	Tech Tools
Moodle	Learning management system	Educational Tools
Nearpod	Interactive presentation and learning tool	Educational Tools
Padlet	Visual boards for providing and sharing content	Educational Tools
Panopto	Video hosting and sharing platform	Educational Tools
PaperCut	Print management service	Tech Tools
Pivot	Virtual science lab program	Educational Tools
Quizlet	Online learning and testing tool	Educational Tools
Remind	Communication platform	Communication Tools
Scoir	Unified college search and planning network	Educational Tools
SCView	Cloud-based document repository	Productivity Tools
Smart Futures	Career Planning and Portfolio Platform	Educational Tools
Sora	Access eBooks and audiobooks	Educational Tools

Appendix D: Incident Response Plan

Incident Response Plan
Technology Department
21st Century Cyber
Charter School

Introduction

Purpose

This document describes the 21st Century Cyber Charter School (21CCCS) Technology Department's overall plan for preparing and responding to both physical and electronic information security incidents. It defines the roles and responsibilities of participants, characterization of incidents, relationships to other policies and procedures, and reporting requirements. The goal of this Incident Response Plan is to prepare for, detect, and respond to security incidents. It provides a framework by which the Incident Response Team (IRT) shall determine the scope and risk of an incident, respond appropriately to that incident, communicate the results and risks to all stakeholders, and reduce the likelihood of an incident from occurring or reoccurring.

Scope

This plan applies to the physical locations, the information systems and networks of 21CCCS, and any person or device that gains access to these systems or data.

Maintaining Currency

It is the responsibility of the 21CCCS Director of Technology to maintain and revise this policy to ensure that it is always in a ready state.

Definitions

Event

An Event is an exception to the normal operation of infrastructure, systems, or services. Not all events become incidents.

Cyber Security Incident

A Cyber Security Incident is an event that, as assessed by the staff, violates the policies of 21CCCS as related to Information Security, Physical Security, or Acceptable Use; other 21CCCS policy, standard, or code of conduct; or threatens the confidentiality, integrity, or availability of information systems.

Incidents will be categorized according to their potential for the exposure of protected data or the criticality of the resource, using a four (4) level system of 0 – Low; 1 – Medium; 2 – High; 3 – Extreme.

Incidents can include

- Malware/viruses/Trojans.
- Ransomware.
- Phishing.
- Unauthorized electronic access.
- Breach of information.
- Unusual, unexplained, or repeated loss of connectivity.
- Unauthorized physical access.
- Loss or destruction of physical files, etc.

Incident Response Team (IRT)

The IRT is made up of experts across different fields in the organization whose charge is to navigate the organization through a Cyber Security Incident from the initial investigation, to mitigation, to post incident review. Members include an Incident Response Manager, technical hardware and networking experts, front-end software experts, communications experts and legal experts.

Incident Response Manager (IRM)

The IRM oversees all aspects of the Cyber Security Incident, especially the IRT. The key focuses of the IRM will be to ensure proper implementation of the procedures outlined in the Cyber Security Incident Response Plan, to keep appropriate Incident Logs throughout the incident, and to act as the key liaison between IRT experts and the organization's management team. At the conclusion of a Cyber Security Incident, the IRM will conduct a review of the incident and produce both an Incident Summary Report and a Process Improvement Plan.

Cyber Security Incident Log

The Cyber Security Incident Log will capture critical information about a Cyber Security Incident and the organization's response to that incident, and should be maintained while the incident is in progress.

Incident Summary Report (ISR)

The ISR is a document prepared by the IRM at the conclusion of a Cyber Security Incident and will provide a detailed summary of the incident, including how and why it may have occurred, estimated data loss, affected parties, and impacted services. Finally, it will examine the procedures of the Cyber Security Incident Response Plan, including how the IRT followed the procedures and whether updates are required. The template for the ISR may be seen in Appendix C.

Process Improvement Plan (PIP)

The PIP is a document prepared by the IRM at the conclusion of a Cyber Security Incident and will provide recommendations for avoiding or minimizing the impact of future Cyber Security Incidents based upon the “lessons learned” from the recently-completed incident. This plan should be kept confidential for security purposes. The template for the PIP may be viewed in Appendix D.

Evidence Preservation

The goal of any incident response is to reduce and contain the impact of an incident and ensure that information security-related assets are returned to service in the timeliest manner possible. The need for rapid response is balanced by the need to collect and preserve evidence in a manner consistent with state and federal laws, and to abide by legal and administrative requirements for documentation and chain-of-custody.

Incident Response Team

Role	Leadership/Members	Contact Information
Help Desk Staff	Tyler Verlato, Carlos Almonte, Sean Larkin	
Tech Support Specialist	Josh Taylor	
Database Administrator	Alex Moscowitch	
Lead Tech	George Wade	
Director of Technology	Mike Matz	
CEO	Matt Flannery	
Extended Team	Marketing Specialist	
	School Attorney	
	Local Law Enforcement	
	Human Resources	
	Business Administrator	
	School Board	

Incident Response

Based on the National Institute of Standards and Technology (NIST), the Incident Response Life Cycle consists of a series of phases—distinct sets of activities that will assist in the handling of a security incident, from start to finish.

Preparation

Preparation includes those activities that enable 21CCCS to respond to an incident. These include a variety of policies, procedures, tools, as well as governance and communications plans.

The 21CCCS Technology Department utilizes several mechanisms to prevent, and prepare to respond to, an incident.

- **Security Awareness Training:** All personnel are required to take Security Awareness Training. This training must be updated at a minimum of every two years. Additionally, 21CCCS requires monthly security awareness training provided through a training platform that has been evaluated by the Technology Department. This training covers additional ongoing threats to systems such as malware, phishing, social engineering, ransomware, and other threats as they become known. Additionally, the Technology Department will provide timely correspondence via newsletters and faculty meetings to all employees regarding the latest security trends and threats.
- **Malware/Antivirus/Spyware Protections:** All information system terminals, as well as key information flow points on the network, are protected by continuous defense against malware/antivirus/spyware and other known malicious attacks. These defense mechanisms are kept up to date without the need for end-user intervention, and end-users are restricted from accessing, modifying, disabling, or making other changes to the defense mechanisms.
- **Security Firewalls:** Multiple firewalls are in place within the network to provide the necessary depth of defense. The 21CCCS Technology Department keeps all firewalls up to date with the latest security patches and other relevant upgrades, as well as maintain an active backup of the latest security configuration.
- **Event Logs:** Event logging is maintained at all applicable levels.
- **Patching/Updating:** Systems shall be patched and updated as new security patches and hotfixes are released. Any software or hardware product that reaches the end of the manufacturer's service and support life for patching will be deemed out-of-compliance and replaced.

Staffing

21CCCS will strive to maintain adequate staff levels and third-party support to investigate each incident to completion and communicate its status to other parties while it continues to monitor the tools that detect new events.

Training

No incident response capability can be effectively maintained over time without proper and ongoing training. The continuous improvement of incident handling processes implies that those processes are periodically reviewed, tested, and translated into recommendations for enhancements. All 21CCCS staff will be trained on a periodic basis in security awareness, procedures for reporting and handling incidents to ensure a consistent and appropriate response to an incident, and that post-incident findings are incorporated into policy and procedure.

Communication Guidelines

- Communication with parents/community members, will be disseminated via the school CEO or designee.
- Although every incident is unique, sample communications that can be used as guidelines can be found in Appendices E and F in this document.
- Initial communication to affected stakeholders should occur as expeditiously as possible upon the identification of the incident. In some cases, this may include an initial communication (letter, email, phone call) that simply states that this district is aware of the issue and is addressing it, with the promise of a follow up. Scenarios for the release of Personally Identifiable Information (PII) are as follows:
 - Should the unauthorized release of student data occur, the school shall notify the parents (or eligible students) affected by the release in the most expedient way possible.
 - Should the unauthorized release of protected staff data occur, the school shall notify the staff members affected by the release in the most expedient way possible.
- Updated communications will come from the CEO or the Incident Response Manager. As staff receive requests from districts for information, they should pass those requests along to the Incident Response Manager.
- School staff should be clearly informed by the Management Team what information is public and what is internal/confidential. However, school leadership should be aware that any material or information communicated to staff can and likely will be shared with the public, including the news media.
- Communication with news media will be initiated by the CEO and/or designee. Incoming news media calls and requests for information will be directed through Incident Response Team Communication Specialist. A communication response plan (talking points, interview refusal statement, etc.) will be formulated as needed, with information coming from the CEO or designee.

Detection and Analysis

Detection

Detection is the discovery of an event with security tools or through notification by an inside or outside party about a suspected incident. The detection of an incident requires the immediate activation of the IRT as listed in Appendix A. The determination of a security incident can arise from one or several circumstances simultaneously. Means by which detection can occur include

- Trained personnel reviewing collected event data for evidence of compromise.
- Software applications analyzing events, trends, and patterns of behavior.
- Intrusion Protection/Intrusion Detection devices alerting to unusual network or port traffic.
- The observation of suspicious or anomalous activity within a 21CCCS facility or on a computer system.

It is critical in this phase:

- To detect whether a security incident has occurred.
- To determine the method of attack.
- To determine the impact of the incident to the mission, systems, and personnel involved in the incident.
- To obtain or create intelligence products regarding attack modes and methods.

Documentation

Regardless of whether it is determined there is a security threat, the IRM will accurately document the scenario in a Cyber Security Incident Log (Appendix C). All Cyber Security Incident Logs will be stored in a single location so incident information may be reviewed in the future. This report should contain information such as:

- Who reported the incident
- Characteristics of the activity
- Date and time the potential incident was detected
- Nature of the incident (Unauthorized access, DDoS, Malicious Code, No Incident Occurred, etc.)
- Potential scope of impact
- Whether the IRT is required to perform incident remediation?

Analysis

Analysis of the incident indicators will be performed in a manner consistent with the type of incident. In the event of a physical incident, appropriate steps will be taken to determine weaknesses in either the physical security of the facility, its monitoring tools, or its training programs to assess areas for process improvement or change. For an electronic incident, 21CCCS will utilize the Technology Department staff to perform analysis of malicious code, a review of information system boundary protections, determination of source code if applicable, the depth and breadth of the attack, if the attack has migrated to other systems on or off the network, and any other tasks appropriate to the type of incident experienced. These analyses can be performed either manually or utilizing automated tools dependent upon the situation, timeliness, and availability of resources.

Incident Categories

An incident will be categorized as one of four severity levels. These severity levels are based on the impact to 21CCCS and can be expressed in terms of impact to services and/or performance of our mission functions, impact to 21CCCS's image, or impact to trust by 21CCCS's employees, students and community. The below table provides a listing of the severity levels and a definition of each severity level.

Severity Level	Description
0 (Low)	Incident where the impact is minimal. Examples may be e-mail SPAM, isolated virus infections, etc.
1 (Medium)	Incident where the impact is significant. Examples may be a delayed or limited ability to provide services, meet 21CCCS's mission, delayed delivery of critical electronic mail or data transfers, etc.
2 (High)	Incident where the impact is severe. Examples may be a disruption to the services and/or performance of our mission functions. 21CCCS's proprietary or confidential information has been compromised, a virus or worm has become wide spread and is affecting over 1 percent of employees, or 21CCCS's leadership has been notified.
3 (Extreme)	Incident where the impact is catastrophic. Examples may be a shutdown of all 21CCCS's network services. 21CCCS's proprietary or confidential information has been compromised and published in/on a public venue or site. Public safety systems are unavailable. Leadership must make a public statement.

Escalation

The escalation process will be initiated to involve other appropriate resources as the incident increases in scope and impact. Incidents should be handled at the lowest escalation level that can respond to the incident with as few resources as possible in order to reduce the total impact and maintain limits on cyber-incident knowledge. The table below defines the escalation levels with the associated team members' involvement.

Severity Level	Response Team Member Involvement	Description
0 (Low)	<ul style="list-style-type: none">● Help Desk staff or vendor● Lead Tech	Normal operations.
1 (Medium)	<ul style="list-style-type: none">● Help Desk Staff or vendor● Lead Tech● Director of Technology	The 21CCCS Technology Department is aware of a potential or actual threat and is responding to that threat. Message staff of required actions and operational impacts if necessary.
2 (High)	<ul style="list-style-type: none">● Help Desk Staff or vendor● Lead Tech● Director of Technology● CEO	An obvious threat has impacted business operations. Determine the course of action for containment and eradication. Message staff of required actions and operational impacts if necessary.
3 (Extreme)	<ul style="list-style-type: none">● Help Desk Staff or vendor● Lead Tech● Director of Technology● CEO● Attorney, as applicable● Law enforcement, as applicable	Threat is wide spread with significant impact. Determine course of action for containment, mitigation, and eradication. Message staff and officials. Prepare for legal action. Prepare for a public statement.

The IRT will consider several characteristics of the incident before escalating the response to a higher level. They are:

- How wide spread is the incident?
- What is the impact to education operations?
- How difficult is it to contain the incident?
- How fast is the incident propagating?
- Will this negatively affect 21CCCS's image

Containment, Eradication, and Recovery

Containment

The 21CCCS Technology Department is responsible for containment and will document all containment activities during an incident.

Containment activities for security incidents involve decision-making and the application of strategies to help control attacks and damage, cease attack activities, or reduce the impact or damage caused by the incident. This requires intelligence gathered by the detection and analysis phases of the incident – for example, identification of affected hosts, identification of attacking hosts or attackers, identification of malware and its capabilities, and identification and monitoring of attacker communication channels. In most cases, it is

important to introduce containment solutions all at once, as attackers may escalate their attack activity if deployment of the strategy is delayed.

Eradication

The 21CCCS Technology Department is responsible for eradication and will document all eradication activities during an incident.

Eradication efforts for a security incident involve removal of latent threats from systems (such as malware on the system and user accounts that may have been created), identifying and mitigating potential vulnerabilities or misconfigurations that may have been exploited, and identification of other hosts that may have been affected within the organization.

Recovery

The 21CCCS Technology Department is responsible for recovery and will document all recovery activities during an incident.

Recovery efforts for incidents will involve the restoration of affected systems to normal operation. This is dependent upon the type of incident experienced but may include actions such as restoring systems from backups, rebuilding systems from an agency-approved baseline, replacing compromised files with clean versions, installing patches, changing passwords, and increasing network perimeter and host-based security.

Post-Incident Report

The 21CCCS Technology Department is responsible for documenting and communicating post-incident activity. Post-incident activities will occur after the detection, analysis, containment, eradication, and recovery from a security incident. One of the most important phases of incident response, post-incident activities involve the reflection, compilation, and analysis of the activities that occurred leading to the security incident, and the actions taken by those involved in the security incident, including the incident response team. The IRM will compile all available information to produce an accurate and in-depth summary of the incident in an Incident Summary Report (ISR). A copy of the ISR is located in Appendix B. Important items to be reviewed and considered for documentation are:

- Exactly what happened, and at what times?
- How well did staff and management perform in dealing with the incident?
- What information was needed sooner?
- Were any steps or actions taken that might have inhibited the recovery?
- What should be done differently the next time a similar incident occurs?
- How could information sharing with other organizations have been improved?
- What corrective actions can prevent similar actions in the future?
- What precursors or indicators should be watched for in the future to detect similar incidents?
- What additional tools or resources are needed to detect, analyze, and mitigate future incidents?

Post-Incident Review Meeting

After the conclusion of the incident, the IRM and possibly select members from the IRT will meet with management to discuss the event in detail, review response procedures and construct a Process Improvement Plan (PIP) to prevent a reoccurrence of that or similar incidents. A copy of the PIP is located in Appendix D. The compiled Incident Report constructed by the IRM will serve as a guide for this meeting.

The IRM will draft a Process Improvement Plan (PIP) based on the results of this meeting. The plan should discuss any applicable items necessary to, prevent future incidents to the extent practicable, including cost and time frame requirements where possible. The PIP will also include a review strategy to ensure all

recommendations made in the PIP are met in a timely fashion and functioning appropriately. Areas of focus may include, but are not limited to:

- New hardware or software required
- Patch or upgrade plans
- Training plans (Technical, end users, etc.)
- Policy or procedural change recommendations
- Recommendations for changes to the Incident Response Plan
- Regional communications recommendations

Post-incident activities will be incorporated into future training opportunities for all parties involved in the incident, from victims to system administration personnel, to incident responders.

Appendix A: Incident Response Process Tree

This document discusses the steps taken during an incident response plan.

- 1) The person who discovers the incident will enter a help desk ticket with direct phone follow up to the Technology Department.
- 2) If the person discovering the incident is a parent, the following will be completed:
 - a) Parent Complaint Form (Appendix G)
 - b) Parent Complaint Log (Appendix H)
 - c) Upon completion of the incident, Parent Complaint Report (Appendix I)
- 3) If the person discovering the incident is a member of the Technology Department, they will proceed to step four (4).
- 4) The Help Desk Staff will log:
 - a) The name of the caller.
 - b) Time of the call.
 - c) Contact information about the caller.
 - d) The nature of the incident.
 - e) When the incident was first noticed, supporting the idea that the incident occurred.
- 5) The Technology Department staff member who receives the call (or discovered the incident) will log the incident into the Incident Log (Appendix C) and refer to their contact list for both management personnel to be contacted and incident response members to be contacted. The staff member will call those designated on the list. The staff member will contact the incident response manager using both email and phone messages. The staff member could possibly add the following information:
 - a) Is the system affected business critical?
 - b) What is the severity of the potential impact?
 - c) Name of system being targeted, along with operating system, IP address, and location.
 - d) IP Address and any information about the origin of the attack.
- 6) Contacted members of the response team will meet or discuss the situation over the telephone and determine a response strategy.
 - a) Is the incident real or perceived?
 - b) Is the incident still in progress?
 - c) What data or property is threatened and how critical is it?
 - d) What is the impact on business should the attack succeed? Minimal, serious, critical?
 - e) What system or systems are targeted, where are they located, physically and on the network?
 - f) Is the incident inside the trusted network?
 - g) Is the response urgent?
 - h) Can the incident be quickly contained?
 - i) Will the response alert the attacker and do we care?
 - j) What type of incident is this? Example: virus, worm, intrusion, abuse, damage
- 7) An incident ticket will be created. The incident will be categorized into the highest applicable level of one of the following categories:
 - a) Category one - A threat to public safety or life.
 - b) Category two - A threat to sensitive data.
 - c) Category three - A threat to computer systems.
 - d) Category four - A disruption of services.
- 8) Team members will establish and follow one of the following procedures basing their response on the incident assessment:
 - a) Worm response procedure.
 - b) Virus response procedure.

- c) System failure procedure.
- d) Active intrusion response procedure - Is critical or sensitive data (Personally Identifiable Information (PII), CJI, etc.) at risk?
- e) Inactive Intrusion response procedure.
- f) System abuse procedure.
- g) Property theft response procedure.
- h) Website denial of service response procedure.
- i) Database or file denial of service response procedure.
- j) Spyware response procedure.

The team may create additional procedures which are not foreseen in this document. If there is no applicable procedure in place, the team must document what was done and later establish a procedure for the incident.

- 9) Team members will use forensic techniques, including reviewing system logs, looking for gaps in logs, reviewing intrusion detection logs, and interviewing witnesses and the incident victim to determine how the incident was caused. Only authorized personnel should be performing interviews or examining evidence, and the authorized personnel may vary by situation and the organization.
- 10) Team members will recommend changes to prevent the occurrence from happening again or infecting other systems.
- 11) Upon management approval, the changes will be implemented.
- 12) Team members will restore the affected system(s) to the uninfected state. They may do any or more of the following:
 - a) Reinstall the affected system(s) from scratch and restore data from backups if necessary. Preserve evidence before doing this.
 - b) Make users change passwords if passwords may have been sniffed.
 - c) Be sure the system has been hardened by turning off or uninstalling unused services.
 - d) Be sure the system is fully patched.
 - e) Be sure real time virus protection and intrusion detection is running.
 - f) Be sure the system is logging the correct events and to the proper level.
- 13) Documentation - the following shall be documented:
 - a) How the incident was discovered.
 - b) The category of the incident.
 - c) How the incident occurred, whether through email, firewall, etc.
 - d) Where the attack came from, such as IP addresses and other related information about the attacker.
 - e) What the response plan was.
 - f) What was done in response?
 - g) Whether the response was effective.
- 14) Evidence Preservation - make copies of logs, email, and other communication. Keep lists of witnesses. Keep evidence as long as necessary to complete prosecution and beyond, in case of an appeal.
- 15) Notify proper external agencies - notify the police and other appropriate agencies if prosecution of the intruder is possible.
- 16) Assess damage and cost - assess the damage to the organization and estimate both the damage cost and the cost of the containment efforts.
- 17) Review response and update policies - plan and take preventative steps so the intrusion can't happen again.
 - a) Consider whether an additional policy could have prevented the intrusion.
 - b) Consider whether a procedure or policy was not followed which allowed the intrusion, and then consider what could be changed to ensure that the procedure or policy is followed in the future.

- c) Was the incident response appropriate? How could it be improved?
- d) Was every appropriate party informed in a timely manner?
- e) Were the incident response procedures detailed, and did they cover the entire situation? How can they be improved?
- f) Have changes been made to prevent a reinfection? Have all systems been patched, systems locked down, passwords changed, antivirus updated, email policies set, etc.?
- g) Have changes been made to prevent a new and similar infection?
- h) Should any security policies be updated?
- i) What lessons have been learned from this experience?

Appendix B: Incident Summary Report

Type of Incident	
Date Incident Originated	
Date Incident was Detected	
By Whom was Incident Detected	
How was Incident Detected	
Scope of Incident (Location/Systems Affected)	
Date Incident Corrected	
Corrective Action Types (Training, Technical, etc)	

Summary of Incident Symptoms

Summary of Incident Type and Scope

Summary of Corrective Actions

Summary of Mitigation Processes and Internal Communication

Appendix E: Sample Parent Letter

DATE

Dear Parents/Guardians,

This letter is to inform you of an incident that occurred within 21st Century Cyber Charter School. This incident resulted in **student/staff/etc** data being compromised by an outside entity. Our Incident Response Team acted quickly to assess and mitigate the situation.

At this time, we are able to share the following details:

[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]

Please know that 21st Century Cyber Charter School is committed to protecting and securing educational data. Our team has extensive training in data security and privacy, and our systems have many controls in place to protect your child's educational records. Our team is working with a group of experts to review the incident and implement appropriate measures to protect against this type of incident from occurring in the future.

Please contact **XXXXXXX** with any questions you may have regarding this incident and our response.

Sincerely,

Appendix F: Sample Staff Memo

DATE

Dear Staff,

This letter is to inform you of an incident that occurred on **DATE** within 21st Century Cyber Charter School's **XXXXXXX** system. This incident resulted in **student/staff/etc** data being compromised by an outside entity. Our response team acted quickly to assess and mitigate the situation.

I wanted to ensure that you have key details of the incident so you are well-informed when speaking with your students and colleagues. Please note that 21CCCS administration is handling communication with the community and affected parties. Should you receive any related inquiries, please direct them to **XXXXXXX**.

At this time, we are able to share the following details:

[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]

As more details become available they will be disseminated as appropriate. Please contact **XXXXXXX** should you have any questions or immediate concerns regarding this incident.

Sincerely,

Appendix G: Parent Complaint Form

Parents, eligible students (students who are at least 18 years of age or attending a postsecondary institution at any age), principals, teachers, and employees of an educational agency may file a complaint about a possible breach or improper disclosure of student data and/or protected teacher or principal data using this form. A privacy complaint may be made using this online form or by mailing the form to the school's **XXXXXXX** at **[insert address]**.

Contact Information

First Name:

Last Name:

Phone Number:

Email:

Role:

Improper Disclosure or Breach Information

Date Violation Occurred:

Description of Data Compromised:

Description of Improper Disclosure or Breach:

Additional Information:

Appendix H: Parent Complaint Log

Complaint Name	Date Complaint Submitted
Description of the Complaint	
Findings	
Date the Finding Report was Shared with Complainant	

Appendix I: Sample Parent Complaint Report

DATE

Dear **XXXXXXX**,

On **XXXXXXX** you notified **XXXXXXX** about a possible breach or improper disclosure of student data. Our Incident Response Team acted quickly to assess the situation and the report below summarizes the results of our investigation.

[insert a brief description of the complaint and findings]

21st Century Cyber Charter School is committed to protecting and securing educational data. Please contact **XXXXXXX** with any questions you may have regarding the investigation and this report.

Sincerely,

Appendix E: Disaster Recovery Plan

Disaster Recovery Plan
Technology Department
21st Century Cyber
Charter School

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Information Technology Statement of Intent

This document delineates our procedures for technology disaster recovery, as well as our process-level plans for recovering critical technology platforms and the telecommunications infrastructure. This document summarizes our recommended procedures. In the event of an actual emergency situation, modifications to this document may be made to ensure the physical safety of our people, our systems, and our data.

Our mission is to ensure information system uptime, data integrity and availability, and business continuity.

Policy Statement

IT Director has approved the following policy statement:

- The school will develop a comprehensive IT disaster recovery plan.
- A formal risk assessment shall be undertaken to determine the requirements for the disaster recovery plan.
- The disaster recovery plan should cover all essential and critical infrastructure elements, systems, and networks, in accordance with key school activities and functionality.
- The disaster recovery plan should be periodically tested in a simulated environment to ensure that it can be implemented in emergency situations and that the management and staff understand how it is to be executed.
- All staff must be made aware of the disaster recovery plan and their own respective roles.
- The disaster recovery plan is to be kept up to date to take into account changing circumstances within the organization. The document will be managed by the Lead Tech / IT Director.

Objective

The principal objective of the disaster recovery program is to develop, test, and document a well-structured and easily understood plan which will help the school recover as quickly and effectively as possible from an unforeseen disaster or emergency which interrupts information systems and business operations.

Key Personnel Contact Info

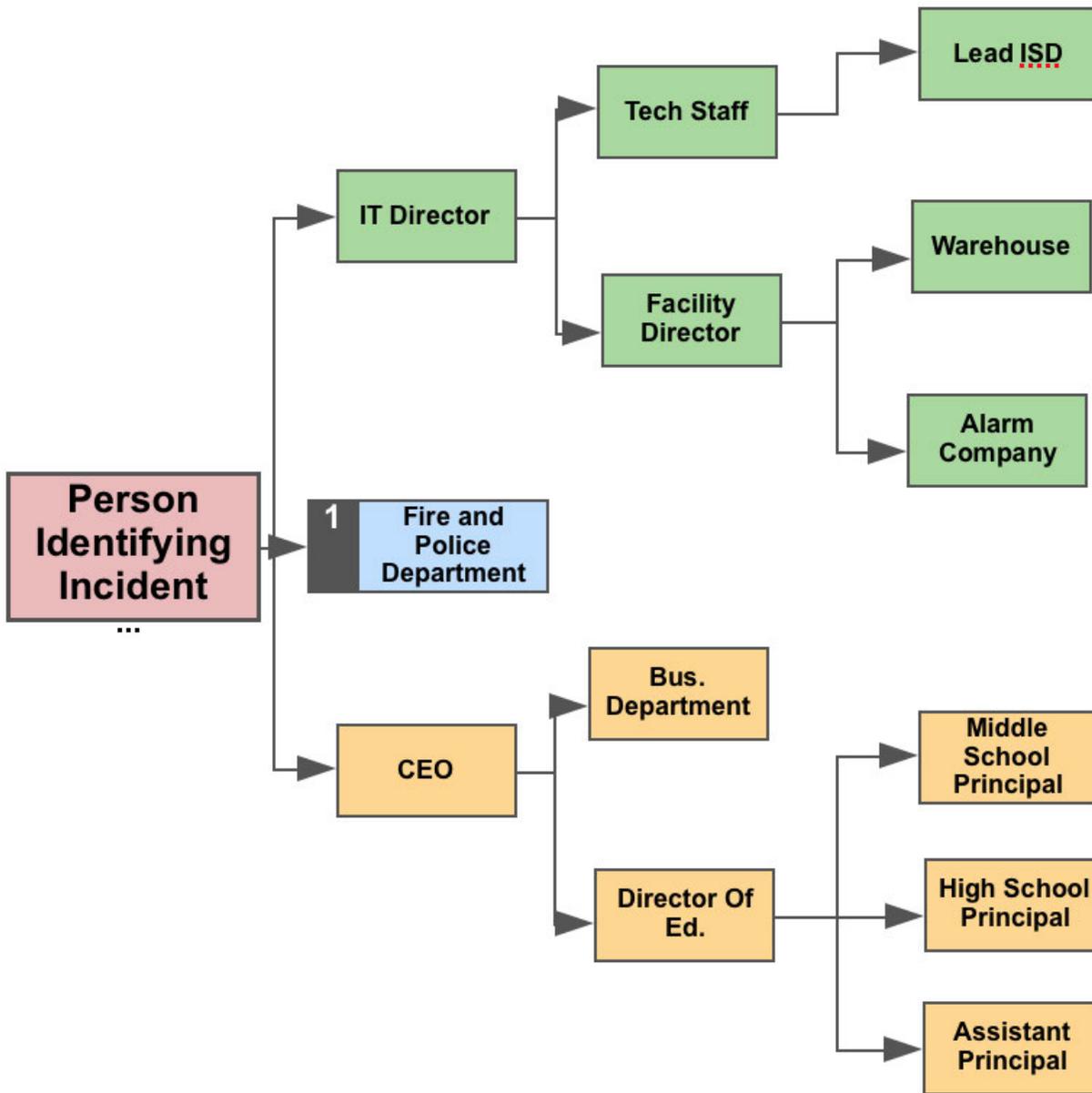
Key personnel contacts are comprised of the CEO, IT Director, Business Office Director, Director of Education, Facilities Director, Lead ISD, and members of the Tech Department.

Name, Title	Contact Option	Contact Number
Mathew Flannery, CEO	Work	484-875-5458
	Mobile	215-384-4210
	Home	
	Work Email	mflannery@21cccs.org
	Alternate Email	
Mike Matz, IT Director	Work	610-514-6230
	Mobile	484-947-4490
	Home	
	Work Email	mmatz@21cccs.org
	Alternate Email	
Nora Wheeler, Director of Curriculum & Instruction	Work	610-514-6217
	Mobile	484-678-4067
	Home	
	Work Email	nwheeler@21cccs.org
	Alternate Email	
Loree Marchese, Bus. Administrator	Work	610-514-6228
	Mobile	484-880-6835
	Home	
	Work Email	lmarchese@21cccs.org
	Alternate Email	
Bryan Collazo, Facilities Manager	Work	610-514-6210
	Mobile	484-401-5943
	Home	
	Work Email	bcollazo@21cccs.org
	Alternate Email	
George Wade, Lead Tech	Work	484-875-5462
	Mobile	484-723-3788
	Home	
	Work Email	gwade@21cccs.org
	Alternate Email	

Name, Title	Contact Option	Contact Number
Josh Taylor, Tech Support	Work	610-897-7505
	Mobile	484-362-4248
	Home	
	Work Email	jtaylor@21cccs.org
	Alternate Email	
Tyler Verlato, Tech Support	Work	610-897-7508
	Mobile	724-417-0280
	Home	
	Work Email	tverlato@21cccs.org
	Alternate Email	
Jill Shomper, Lead ISD	Work	484-875-5427
	Mobile	484-832-8917
	Home	
	Work Email	jshomper@21cccs.org
	Alternate Email	
Mary Certo, Warehouse	Work	484-875-5480
	Mobile	406-581-1944
	Home	
	Work Email	mcerto@21cccs.org
	Alternate Email	
Kelly Sherbondy, Site Coord MV	Work	412-223-3721
	Mobile	610-312-4155
	Home	
	Work Email	ksherbondy@21cccs.org
	Alternate Email	

Notification Calling Tree

West Chester Office



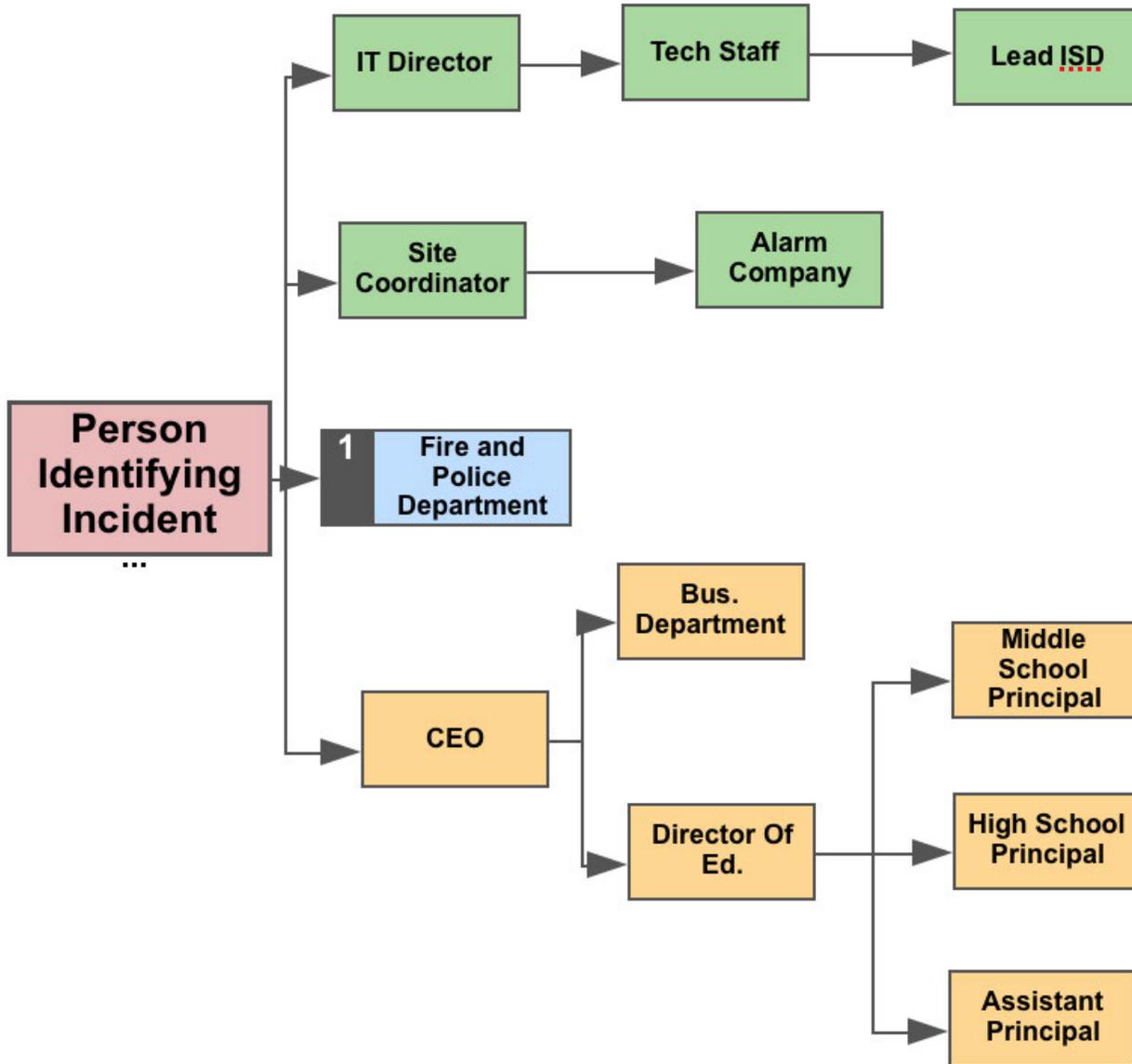
Emergency Response Team Members: Person identifying Incident, IT Director, CEO, Business Department, Director of Curriculum & Instruction, and Facilities Director

These people will determine the level of DRP plan to be executed.

Disaster Recovery Team: Tech, Facilities Manager, Lead ISD, and Business Department

Notification Calling Tree

Murrysville Office



Emergency Response Team Members: Person identifying Incident, IT Director, CEO, Business Department, Director of Curriculum & Instruction, Site Coordinator

These people will determine the level of DRP plan to be executed.

Disaster Recovery Team: Tech, Facilities Manager, Lead ISD, and Business Department

External Contact Information: West Chester

Name	Contact Option	Contact Number
Landlord / Property Manager		
Power Company	PECO	
	Emergency	1-800-841-4141
	Account Number	94230-45139 - WC Electric
	Account Number	27751-21136 - WC Gas
	Account Number	17185-97035 - WC Gas
Telecom Carrier 1	Cisco Webex	
	Account Number	0701fb0d-353b-48e7-8f7d-fc5d460f28b0
	Work	1-866 229-3239
Hardware Supplier	Chesconet Inc.	
	Work	888-802-3274
	Email	BryanR@cciu.org
Server Supplier	Apple Inc.	
Troy Jakobeit	Work	512-674-6054
	Email	tjakobeit@apple.com
Restoration Company	Belfor Property Restoration	
	Work	610-594-5566
Insurance Company	Willis Towers Watson	
Debbie Ludwig, Sr Client Mgr	Work	610-260-4397
	Policy Number	

External Contact Information: West Chester

Name	Contact Option	Contact Number
Site Security Company	Vector Security	
	Work	1-800-252-7612
	Account Number	63774266
HVAC Company	New Frontier Electric	
	Email	scrockett@comcast.net
	Account Number	n/a
	Emergencies	Steve 484-614-5542
Power Generator Company	Cummins Power System	
	Work	215-785-6005
	Account Number	206389
Neighboring Businesses		

External Contact Information: Murrysville

Name	Contact Option	Contact Number
Landlord / Property Manager		
Regional Development Partners – Blue Spruce L.P		544 Darlington Road Pittsburgh, Pa 15217
Herky Pollock, CBRE, Inc		412-394-9840
Power Company	West Penn Power	
	Account Number	100123484576
	Emergencies	1-888-544-4877
	Customer Service	1-800-686-0021
Telecom Carrier 1	Cisco Webex	
	Account Number	0701fb0d-353b-48e7-8f7d-fc 5d460f28b0
	Work	1-866 229-3239
Internet Provider	Comcast Business	
	Account Number	932762518
	Work	1-800-741-4141
Server Supplier (Apple)		
Troy Jakobeit	Work	512-674-6054
	Mobile	
	Email Address	tjakobeit@apple.com
Restoration Company	N/A	
Insurance Company	Same as West Chester	
Neighboring Businesses	N/A	
Site Security Company	Vector	
	Account Number	25822
	Work	1-800-756-9161
HVAC Company	Climtech	
	Account Number	TWE322
	Work	412-921-8000

Plan Overview

1.1 Plan Updating

It is necessary for the DRP updating process to be properly structured and controlled. Whenever changes are made to the plan they are to be fully tested and appropriate amendments should be made to the training materials as well as the recovery revision history. This will involve the use of formalized change control procedures under the control of the IT Director and Lead Tech.

1.2 Plan Documentation Storage

Digital and hard copies of this plan will be stored in secure locations to be defined by Lead Tech and IT Director. Each member of senior management will be issued two hard copies of this plan to be filed at home and at the office along with a digital copy. Each member of the Disaster Recovery Team will be issued a hard copy of this plan. A master protected copy will be stored on specific resources established for this purpose.

1.3 Backup Strategy

Key business processes and the agreed backup strategy for each are listed below. The strategy chosen is for a fully mirrored recovery site at the company's office at Wester Chester.

This strategy entails the maintenance of a fully mirrored duplicate site which will enable the process of switching between the live site (headquarters) and the backup site.

Servers	Content	Backup Strategy	Frequency of Back up
Papercut	copier(s) control system	Veeam and on-site	Time Machine hourly, Veeam daily
Jamf	Cloud base	Vendor managed	Vendor managed
FM Server	SIS and other databases	Veeam and on-site	Time Machine hourly, Veeam daily
Moodle	School classes	Daily via remote learner and AWS	Daily via remote learner and AWS
Media	ISD testing area for development	Veeam and on-site	Time hourly, Veeam daily
CSIU Software	Cloud base with CSIU	Vendor managed	Vendor managed
Billing system (FM Server)	This resides on our FM Server, see above	Veeam and on-site	Time Machine hourly, Veeam daily

1.4 Risk Management

There are many potential disruptive threats that can occur at any time and affect the normal business process.

We have considered a wide range of potential threats and the results of our deliberations are included in this section. Each potential environmental disaster or emergency situation has been examined. The focus here is on the level of business disruption which could arise from each type of disaster.

Potential disasters have been assessed as follows:

Potential Disaster	Probability Rating	Impact Rating	Brief Description of Potential Consequences & Remedial Actions
Flood	4 (WC) *see appendix C for FEMA map	5(WC)	Servers are located towards the center of the site and away from exterior doors at the West Chester site. Any water infiltration would be from roof or water lines running in the ceiling. According to FEMA, 1245 Wrights Lane is identified as a minimal flood hazard.
Fire	3	2	There is a Fire Suppression system installed and Fire and smoke detectors installed throughout.
Weather	3 (WC) 3 (MV)	3 (WC) 3 (MV)	
Act of Terrorism			Act of Terrorism can impact digital devices by means of a ransomware attack. It can also be a catastrophic event on-site that would result in staff and students being injured. There will be daily backups to counter ransomware where we can revert back to a known good state. The perimeter of the building will be monitored 24/7 using HD cameras with cloud storage. The camera footage can be accessed anytime anywhere.
Act of Sabotage			A staff could potentially gain access to classified information from our servers, Wi-Fi, or any admin-level access through a web portal. Limiting the number of people who have access to the server room, or administrative rights on various systems will minimize sabotage.
Electrical Failure	3		Redundant UPS array is in use at West Chester in the event there is no power to handle transfer until the generator is operational. UPS will handle the power supply for a very limited amount of time, approx. 4-6 hours. In the event of a power failure, there are two generators at the West Chester.
Loss of communication	3	3	No information will be coming into the site. Use the personal contact information to communicate with staff. Access to the warehouse, and server room is given to two staff members; preferably one staff living in close vicinity.

Probability: 1 = Very High, 5 = Very Low

Impact: 1 = Total destruction, 5 = Minor annoyance

1.5 Server Room Access

The following staff members are provided with some level of access to the server room located at 1245 Wrights Lane, West Chester, PA as well as provide access to guests in the event of an emergency.

Name	Title	Phone / Email	Access Level
Mike Matz	IT Director	mmatz@21cccs.org 610-514-6230	General Access, can provide authorize guest access
George Wade	Lead Tech	gwade@21cccs.org 484-875-5462	General Access, Admin credentials for server access servers, cannot provide authorize guest access
Josh Taylor	Tech Specialist	jtaylor@21cccs.org 610-897-7505	General Access, Admin credentials for server access servers, cannot provide authorize guest access
Bryan Collazo	Facility Manager	bcollazo@21cccs.org 610-514-6210	General Access and can provide authorize guest access

1.6 Network Map and AP Map (See Appendix D)

Emergency

2.1 Key Triggers

Key trigger issues at headquarters that would lead to activation of the DRP are:

- Total loss of all communications for more than 6 hours
- Total loss of power for more than 6 hours
- Flooding of the premises
- Loss of the building
- Fire affecting network equipment or communication

2.2 Snow Emergency Closing

The week of impending extreme weather conditions, the Tech Department will prepare a snow emergency plan. The plan should include the following:

- All UPS will be tested.
- Run local back up of critical servers the day prior to unexpected weather conditions.
- An alternative location for local back up will be secured.
- Require staff to test and run updates as necessary for their softphone.
- All Tech Department staff and ERT staff will be on stand by.

2.3 Assembly Points

Based on the location site there will be designated spots in the event an evacuation was deemed necessary to ensure the safety of staff, students, and guests.

Murrysville

- Meet out front by the benches (directly across from the entrance to our office)
- Meet inside McDonald's (active shooter only)

West Chester

- Designated meeting points are through out the parking lot with team captains
- Groups will move as needed away from the evacuation point to designated rally points as notes in the physicalities handbook (active shooter only)

2.4 Activation of Emergency Response Team

When an incident occurs the Emergency Response Team (ERT) must be activated. The ERT will then decide the extent to which the DRP must be invoked. All employees must be issued a Quick Reference card containing ERT contact details to be used in the event of a disaster. A quick reference card will consist of pages 6 through 13 on this document.

Responsibilities of the ERT are to:

- Respond immediately to a potential disaster and call emergency services;
- Assess the extent of the disaster and its impact on the business, data center, etc.;
- Decide which elements of the DRP should be activated;
- Establish and manage a disaster recovery team to execute a plan for restoring vital services and return to normal operation;
- Ensure employees are notified and allocate responsibilities and activities as required
- Take pictures of the site

2.5 Disaster Recovery Team

The team's responsibilities include:

- Establish facilities for an emergency level of service within 24 hours;
- Restore key services within 24 hours of the incident;
- Recover to business as usual within 24 to 48 hours after the incident;
- Coordinate activities with the disaster recovery teams, first responders, etc.
- Report to the emergency response team

2.6 Emergency Alert, Escalation and DRP Activation

This procedure has been established to ensure that in the event of a disaster or crisis, personnel will have a clear understanding of who should be contacted. Procedures have been addressed to ensure that communication can be quickly established while activating disaster recovery. The DRP will rely on key members of management and staff who will provide the technical and management skills necessary to achieve a smooth technology and business recovery. Suppliers of critical goods and services will continue to support the recovery of business operations as the company returns to normal operating mode.

2.7 Emergency Alert

The person discovering the incident calls selected members of the Emergency Response Team. See calling tree on pages 8 and 9.

The Emergency Response Team (ERT) is responsible for activating the DRP for disasters identified in this plan, as well as in the event of any other occurrence that affects the school's capability to perform normally.

One of the tasks during the early stages of the emergency is to notify the Disaster Recovery Team (DRT) that an emergency has occurred. The notification may request DRT members to assemble at the site of the problem and will involve sufficient information to have this request effectively communicated.

2.8 Coordination with First Responders

- Coordination with First Responders
- Sustaining awareness of restricted movement and curfew conditional (ensuring staff are traveling when allowable)
- Reporting of service restoration progress to Federal, State, and Local authorities as needed

2.9 DR Procedures for Principals

Building principals will keep a digital and/or hard copy of the names and contact numbers of each employee in their departments. In addition, the principals will have a hard copy of the school's disaster recovery on file in their homes in the event that the building is inaccessible, unusable, or destroyed.

2.10 Contact with Employees

Principals and Department Heads will serve as the focal points for their departments, while designated employees will call other employees to discuss the crisis/disaster and the company's immediate plans. Employees who cannot reach staff on their call list are advised to call the staff member's emergency contact to relay information on the disaster.

2.11 Backup Staff

If a manager or staff member designated to contact other staff members is unavailable or incapacitated, the designated backup staff member will perform notification duties.

2.12 Recorded Messages / Updates

If necessary, a dedicate phone number can be setup with a prerecorded message to provide updates. A designated staff member will be responsible for updating the recorded message.

2.13 Alternate Recovery Facilities / Hot Site

If necessary, a hot site will be activated and notification will be given via recorded messages. Hot site staffing will consist of members of the disaster recovery team only for the first 24 hours, with other staff members joining at the hot site as necessary. In the event the server room is inoperable during the first 24 hours, the technology department will prepare temporary servers using data from cloud back up services. See section 1.3 for a list of servers and data backup services.

2.14 Personnel and Family Notification

If the incident has resulted in a situation that would cause concern to an employee’s immediate family such as hospitalization of injured persons, it will be necessary to notify their immediate family members quickly.

Media

3.1 Media Contact

The CEO of the School or Designee will be the sole communicator for all media.

3.4 Rules for Dealing with Media

Only the CEO or Designee is permitted direct contact with the media; anyone else contacted should refer callers or in-person media representatives to the media team.

Insurance

As part of the school’s disaster recovery and business continuity strategies, a number of insurance policies are listed below.

If insurance-related assistance is required following an emergency out of normal business hours, please contact: 21CCCS Business Administrator

Insurance Vendor	Coverage Type	Coverage Period	Agent Contact Phone Number
National Union Fire Insurance Company of Pittsburgh, PA	<ul style="list-style-type: none"> •School Entity Errors and Omissions •IEP Hearing Limit of Liability •School Entity Employment Practices Liability •CrisisFund 	7/1/23 - 6/30/24	1-888-602-5246 c-claim@aig.com
Eastern Alliance Insurance Group	<ul style="list-style-type: none"> •Workers' Compensation •Employers' Liability 	7/1/23 - 6/30/24	1-800-336-3658
Wright Specialty Insurance	<ul style="list-style-type: none"> •Commercial Property Coverage •Commercial Inland Marine Coverage •Commercial General Liability Coverage •Commercial Crime Coverage 	7/1/23 - 6/30/24	https://www.wrightspecialty.com/claims/education-claims/
CFC Underwriting Limited	<ul style="list-style-type: none"> •Cyber Insurance 	7/1/23 - 6/30/24	1-844-677-4155 cyberclaims@cfc.com

Financial and Legal Issues

5.1 Financial Assessment

The emergency response team shall prepare an initial assessment of the impact of the incident on the financial affairs of the company. The assessment should include:

- Loss of hardware, equipment, documents, etc.
- Labor cost
- Consultant cost
- Physical damage to the building
- Theft
- Vandalism

5.2 Financial Requirements

The immediate financial needs of the school must be addressed. These can include:

- Cash flow position
- Temporary borrowing capability
- Upcoming payments for taxes, payroll taxes, Social Security, etc.
- Availability of company credit cards to pay for supplies and services required post-disaster

5.3 Legal Actions

The school's legal department and ERT will jointly review the aftermath of the incident and decide whether there may be legal actions resulting from the event; in particular, the possibility of claims by or against the school for regulatory violations, etc.

DRP Exercising

Disaster recovery plan exercises are an essential part of the plan development process. In a DRP exercise no one passes or fails; everyone who participates learns from exercises – what needs to be improved, and how the improvements can be implemented. Plan exercising ensures that emergency teams are familiar with their assignments and, more importantly, are confident in their capabilities.

Successful DRP launch into action smoothly and effectively when they are needed. This will only happen if everyone with a role to play in the plan has rehearsed the role one or more times. The plan should also be validated by simulating the circumstances within which it has to work and seeing what happens

Appendix A – Technology Disaster Recovery Plan

Disaster Recovery Plan for FileMaker Server

Type of Server	Database/SIS
Overview	Filemaker database server housing @10 databases, most important one is SIS.
Spec	Purchase Date: 11/17 Purchase Price: \$1879 Location: WC server room Server Model: mac mini (late 2014) OS: 10.12.6 CPUs: 3Ghz Memory: 16gb Total Disk: 1tb System Serial#: C07VP0A3G1J2 DNS Entry: fm.21cccs.org IP Address: 204.108.249.245
Backup Strategy (Daily, Weekly, etc.)	3x daily to internal drive, Google Back up and sync, Time Machine ext. HD
Scenario 1: Total Loss of Data	Contact Veeam to begin restore of data
Scenario 2: Total Loss of Hardware	Contact Apple reps for new hardware
System Owner	Alex [REDACTED]

Disaster Recovery Plan for Lasso Server

Type of Server	Web server for FM
Overview	Provides a web page front end for end users to submit to Filemaker
Spec	Purchase Date: 3/14 Purchase Price: \$1168 Location: WC server room Server Model: mac mini (late 2012) OS: 10.9.3 CPUs: 2.3Ghz Memory: 8gb Total Disk: 2x1tb System Serial#: C07MG022DY3J DNS Entry: db.21cccs.org IP Address: 204.108.249.232 Other:
Backup Strategy (Daily, Weekly, etc.)	Time Machine ext HD
Scenario 1: Total Loss of Data	Contact Veeam to begin restore of data
Scenario 2: Total Loss of Hardware	Contact Apple reps for new hardware
System Owner	Alex [REDACTED]

Disaster Recovery Plan for Media Server

Type of Server	ISD
Overview	Development server for ISD testing
Scenario 1: Total Loss of Data	Contact Veeam to begin restore of data
Scenario 2: Total Loss of Hardware	Contact Apple reps for new hardware
System Owner	Jill [REDACTED]

Disaster Recovery Plan for Wireless Access Points

Location	West Chester
Model	CW9164I
Brand	Cisco Meraki
Quantity	26
Owner	George [REDACTED]

Location	Murrysville
Model	MR36
Brand	Cisco Meraki
Quantity	4
Owner	George [REDACTED]

Appendix B - Suggested Forms

Damage Assessment Form

Key Process Affected	Description of Problem	Extent of Damage

Management of DR Activities Form

- During the disaster recovery process all activities will be determined using a standard structure
- Where practical, this plan will need to be updated on a regular basis throughout the disaster recovery period
- All actions that occur during this phase will need to be recorded
- All key events that occur during the disaster recovery phase must be recorded
- An event log shall be maintained by the disaster recovery team leader

Description of Disaster:				
Commencement Date:				
Date/Time DR team Mobilized:				
Activities Undertaken by DR Team	Date /Time	Type of DR	Resources Involved	Staff in Charge During DR

Appendix C – FEMA Flood Zone Map (West Chester)

National Flood Hazard Layer FIRMette



Legend

SEE FIS REPORT FOR DETAILED LEGEND AND INDEX MAP FOR FIRM PANEL LAYOUT

SPECIAL FLOOD HAZARD AREAS	<ul style="list-style-type: none"> Without Base Flood Elevation (BFE) Zone A, V, A99 With BFE or Depth Zone AE, AO, AH, VE, AR Regulatory Floodway
OTHER AREAS OF FLOOD HAZARD	<ul style="list-style-type: none"> 0.2% Annual Chance Flood Hazard, Areas of 1% annual chance flood with average depth less than one foot or with drainage areas of less than one square mile Zone X Future Conditions 1% Annual Chance Flood Hazard Zone X Area with Reduced Flood Risk due to Levee. See Notes. Zone X Area with Flood Risk due to Levee Zone D
OTHER AREAS	<ul style="list-style-type: none"> NO SCREEN Area of Minimal Flood Hazard Zone X Effective LOMRs Area of Undetermined Flood Hazard Zone D
GENERAL STRUCTURES	<ul style="list-style-type: none"> Channel, Culvert, or Storm Sewer Levee, Dike, or Floodwall
CROSS SECTIONS	<ul style="list-style-type: none"> 20.2 Cross Sections with 1% Annual Chance Water Surface Elevation 17.5 Coastal Transect Base Flood Elevation Line (BFE) Limit of Study Jurisdiction Boundary
OTHER FEATURES	<ul style="list-style-type: none"> Coastal Transect Baseline Profile Baseline Hydrographic Feature
MAP PANELS	<ul style="list-style-type: none"> Digital Data Available No Digital Data Available Unmapped



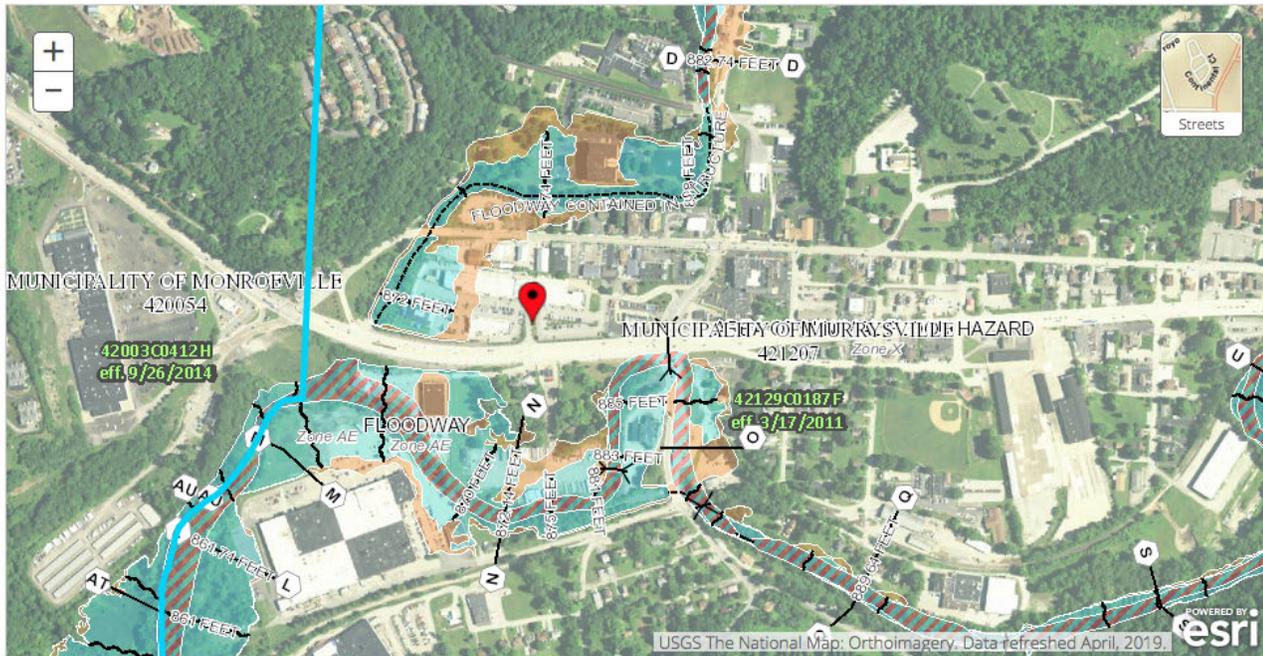
The pin displayed on the map is an approximate point selected by the user and does not represent an authoritative property location.

This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards.

The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on 5/7/2019 at 9:21:38 AM and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.

FEMA Flood Zone Map (Murrysville)

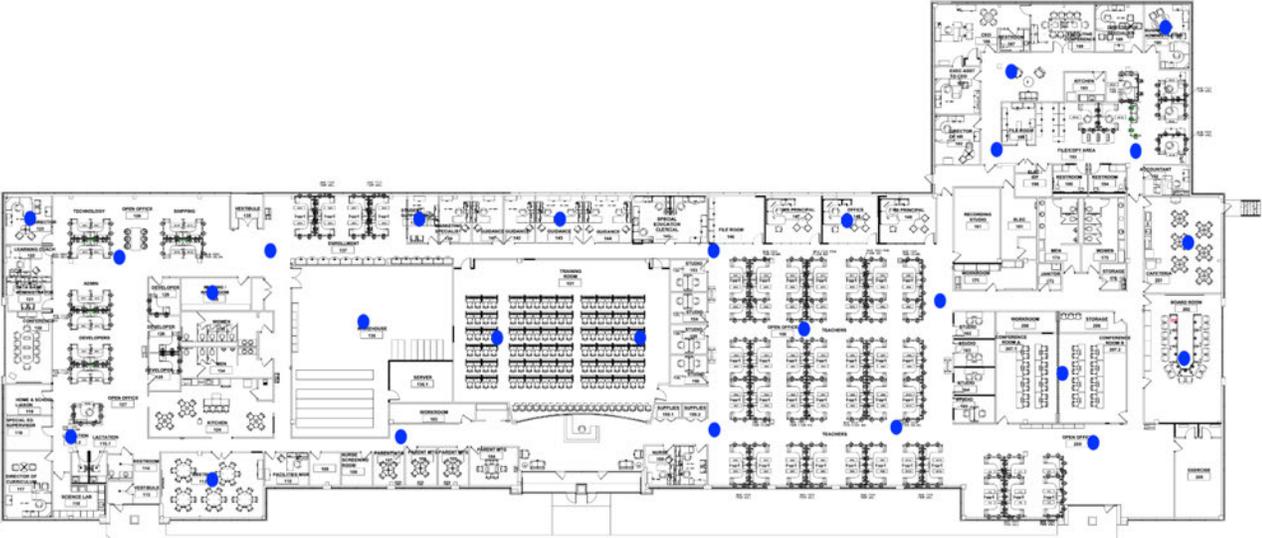


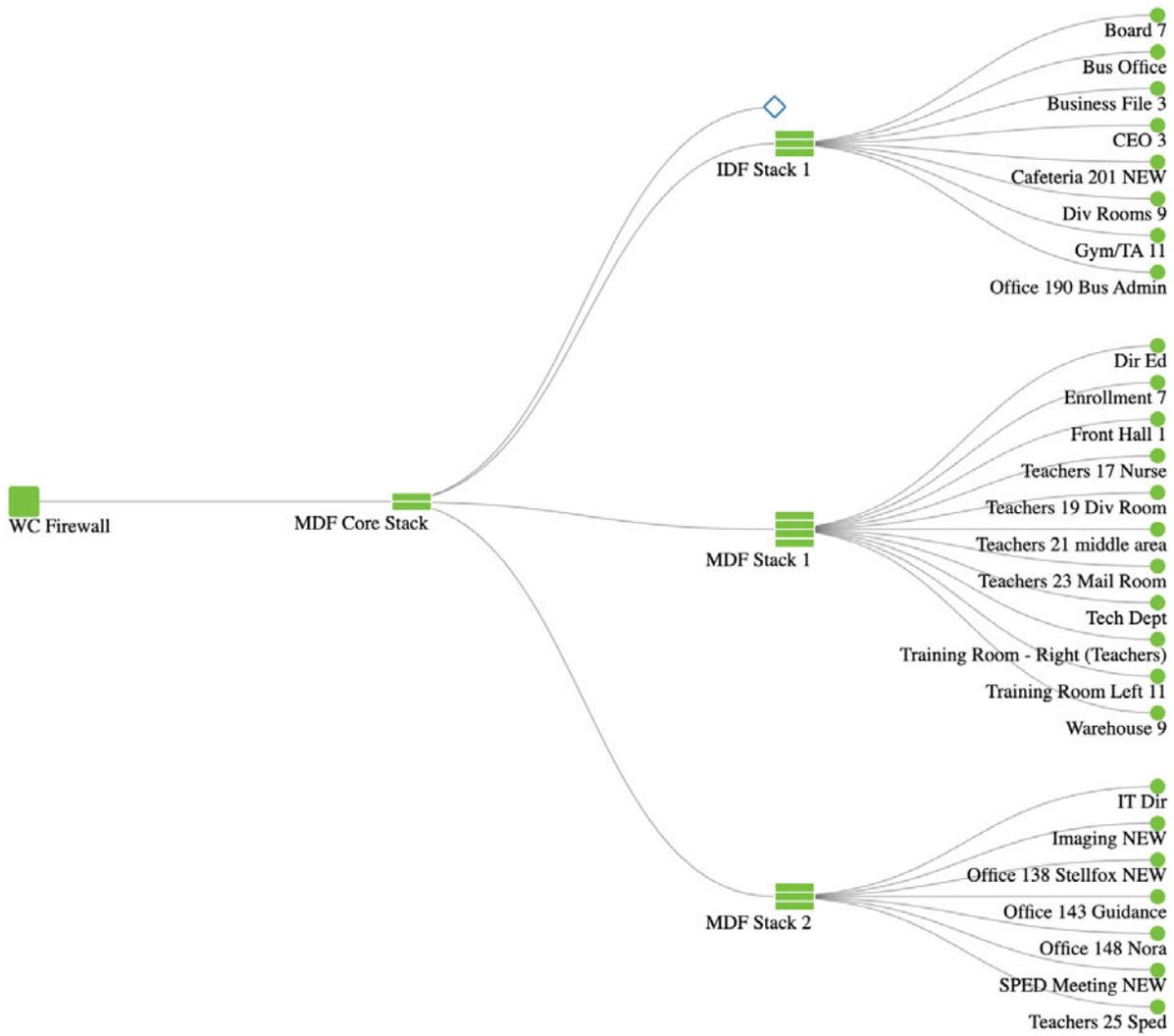
<p>PIN</p> <ul style="list-style-type: none"> Approximate location based on user input and does not represent an authoritative property location <p>MAP PANELS</p> <ul style="list-style-type: none"> Selected FloodMap Boundary Digital Data Available No Digital Data Available Unmapped <p>OTHER AREAS</p> <ul style="list-style-type: none"> NO SCREEN Area of Minimal Flood Hazard Zone X Effective LOMRs Area of undetermined Flood Hazard Zone D Otherwise Protected Area Coastal Barrier Resource System Area 	<p>SPECIAL FLOOD HAZARD AREAS</p> <ul style="list-style-type: none"> Without Base Flood Elevation (BFE) Zone A, V, A99 With BFE or Depth Regulatory Floodway Zone AE, AO, AH, VE, AR <p>OTHER AREAS OF FLOOD HAZARD</p> <ul style="list-style-type: none"> 0.2% Annual Chance Flood Hazard, Areas of 1% annual chance flood with average depth less than one foot or with drainage areas of less than one square mile Zone X Future Conditions 1% Annual Chance Flood Hazard Zone X Area with Reduced Flood Risk due to Levee. See Notes, Zone X Area with Flood Risk due to Levee Zone D 	<p>OTHER FEATURES</p> <ul style="list-style-type: none"> Cross Sections with 1% Annual Chance Water Surface Elevation Coastal Transect Base Flood Elevation Line (BFE) Limit of Study Jurisdiction Boundary Coastal Transect Baseline Profile Baseline Hydrographic Feature <p>GENERAL STRUCTURES</p> <ul style="list-style-type: none"> Channel, Culvert, or Storm Sewer Levee, Dike, or Floodwall
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Appendix D – AP and Network Map

West Chester

Blue dots on the map indicate location of the AP. Currently there are 26 access points installed at 1245 Wrights Lane, West Chester, PA.

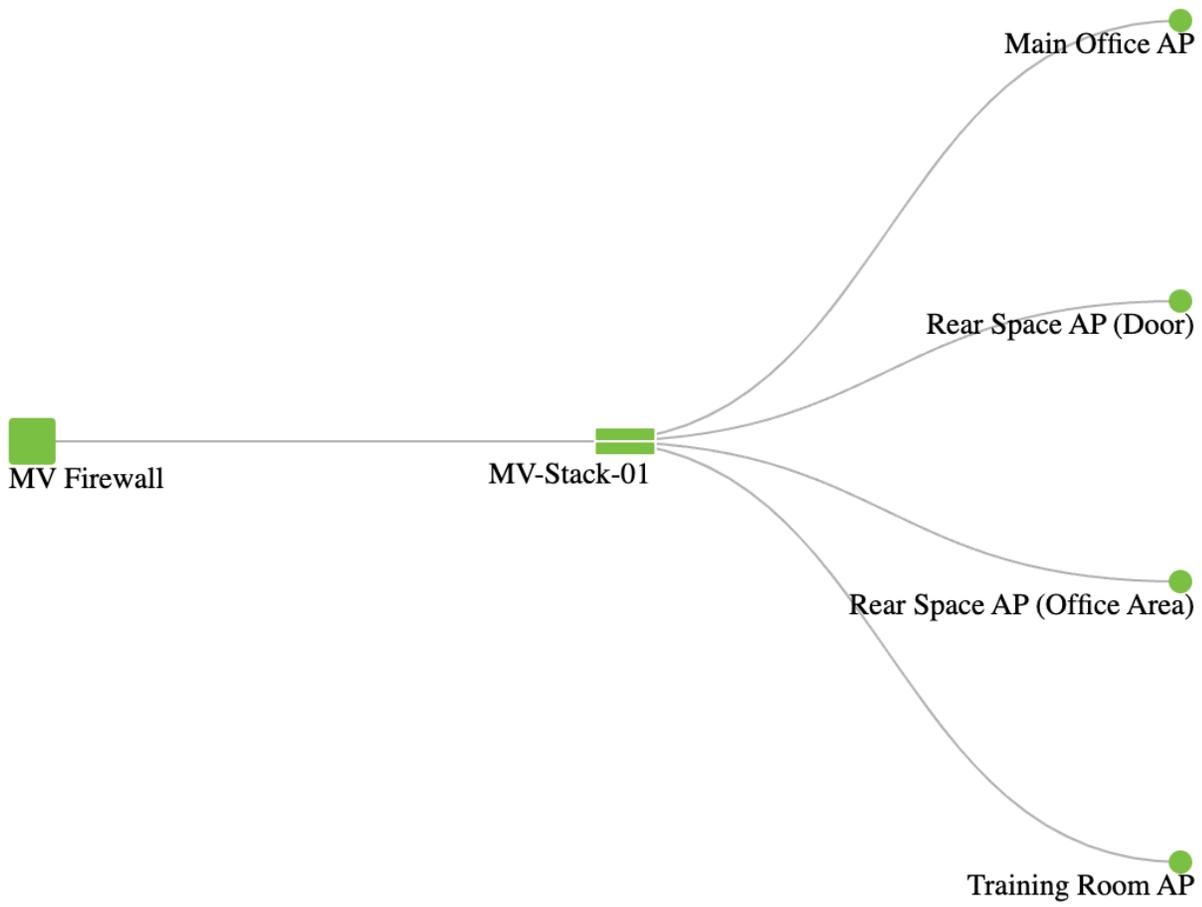




Murrysville

Blue dots on the map indicate location of the AP. Currently there are 4 access points installed at 221 Blue Spruce Way, Murrysville, PA.

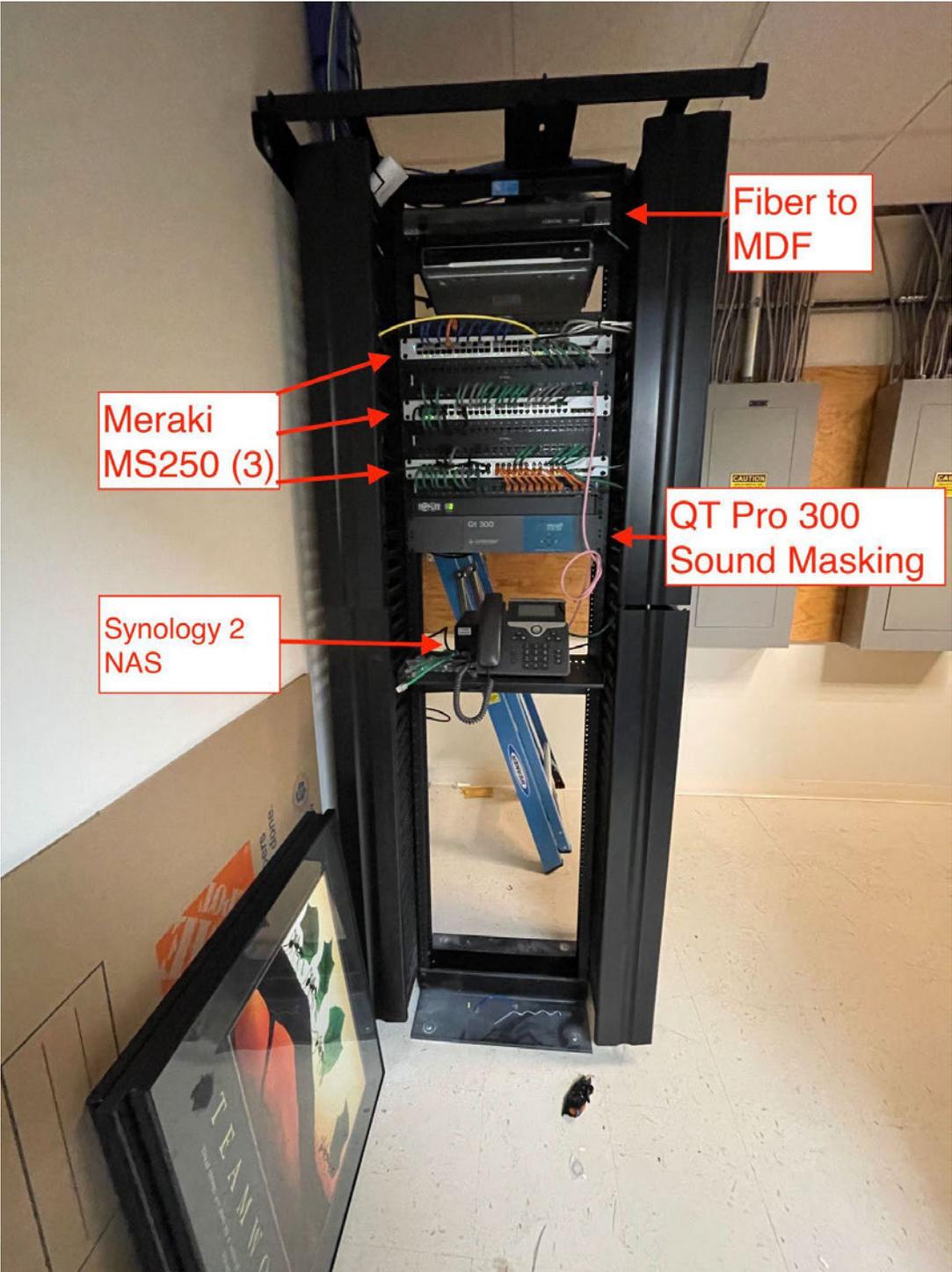




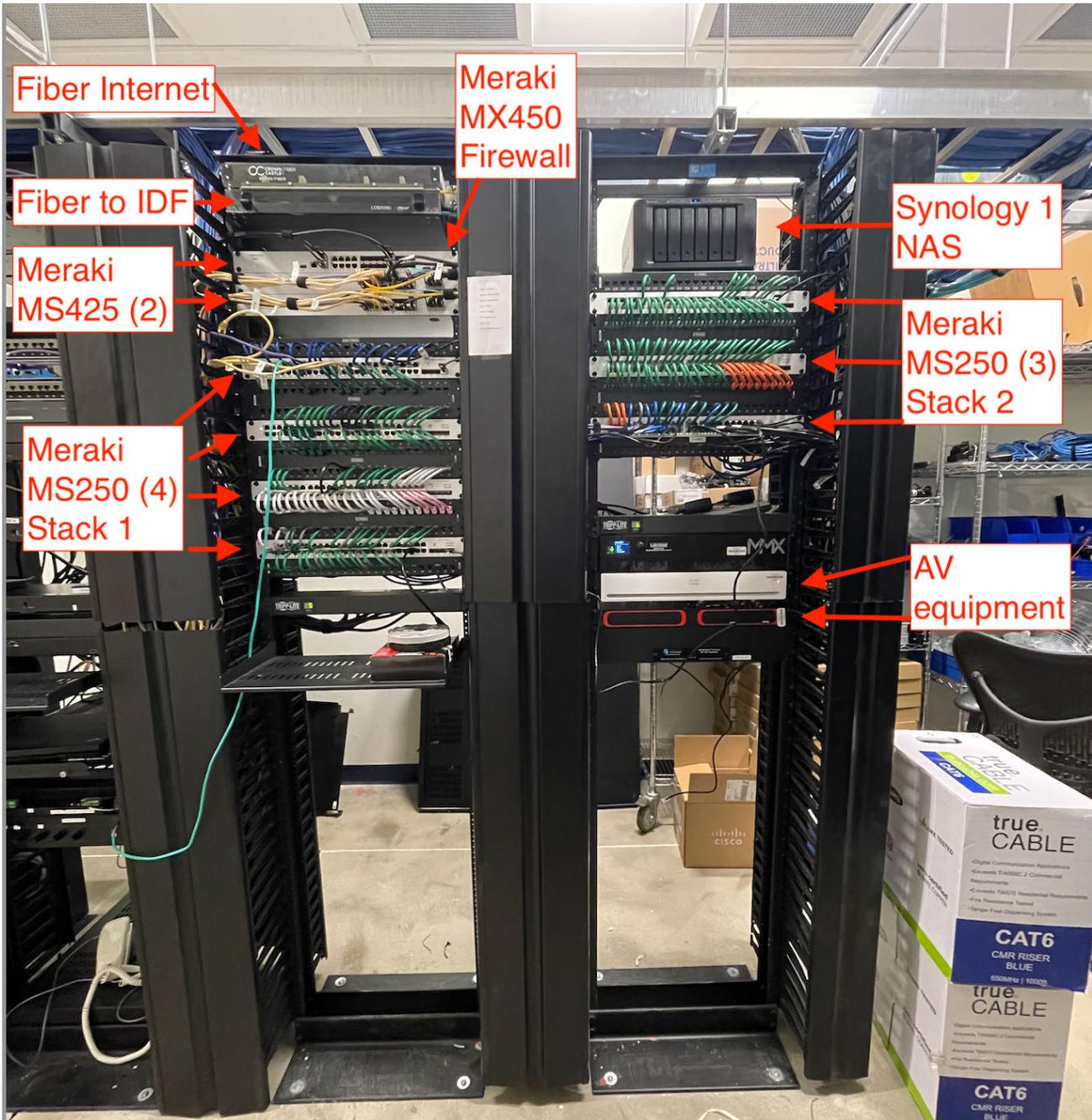
Appendix E – Server Room

West Chester

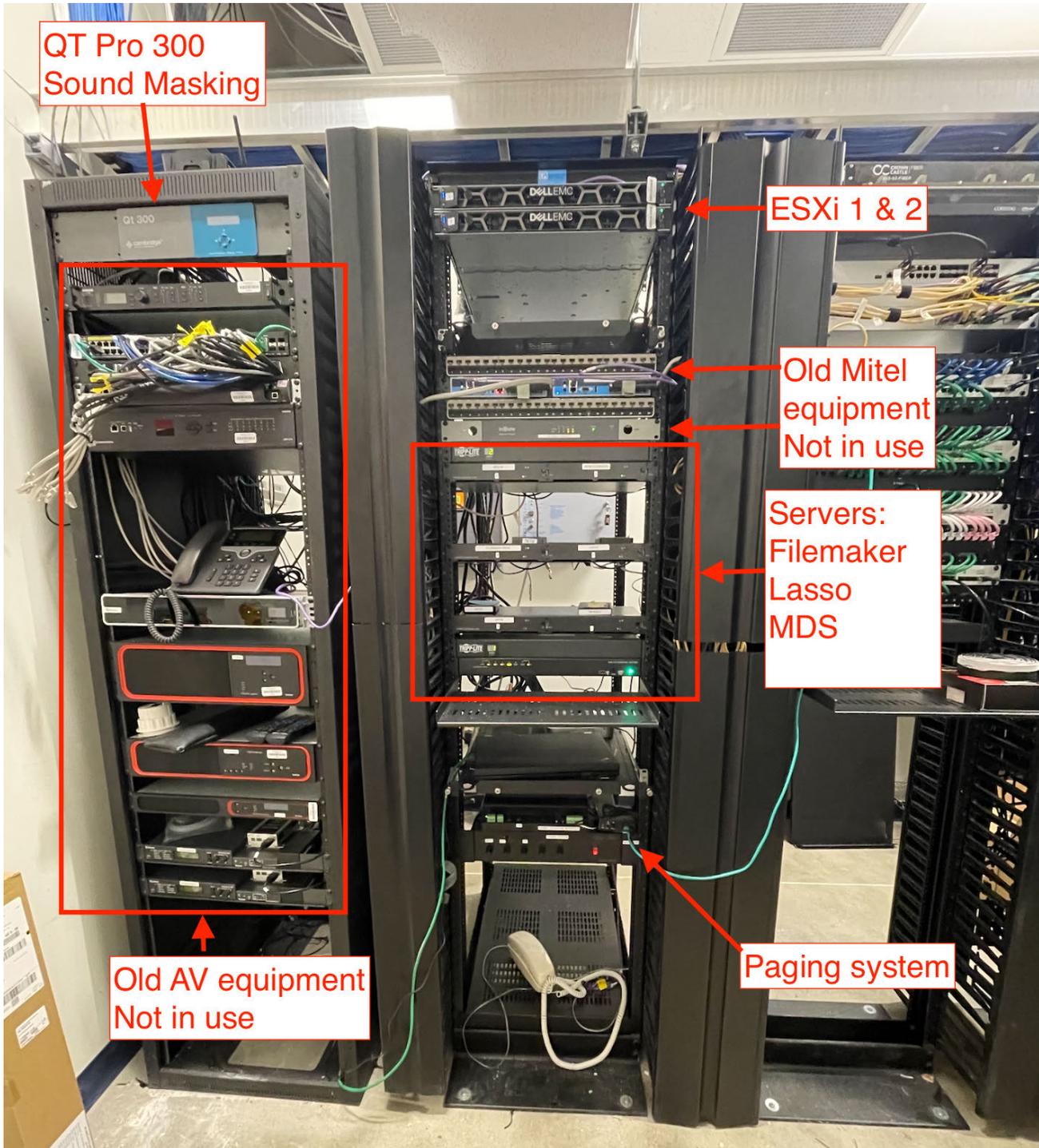
IDF Closet by Business Office, Room #196 (card access)



MDF Closet inside the Warehouse, Room #136.1 (card access)

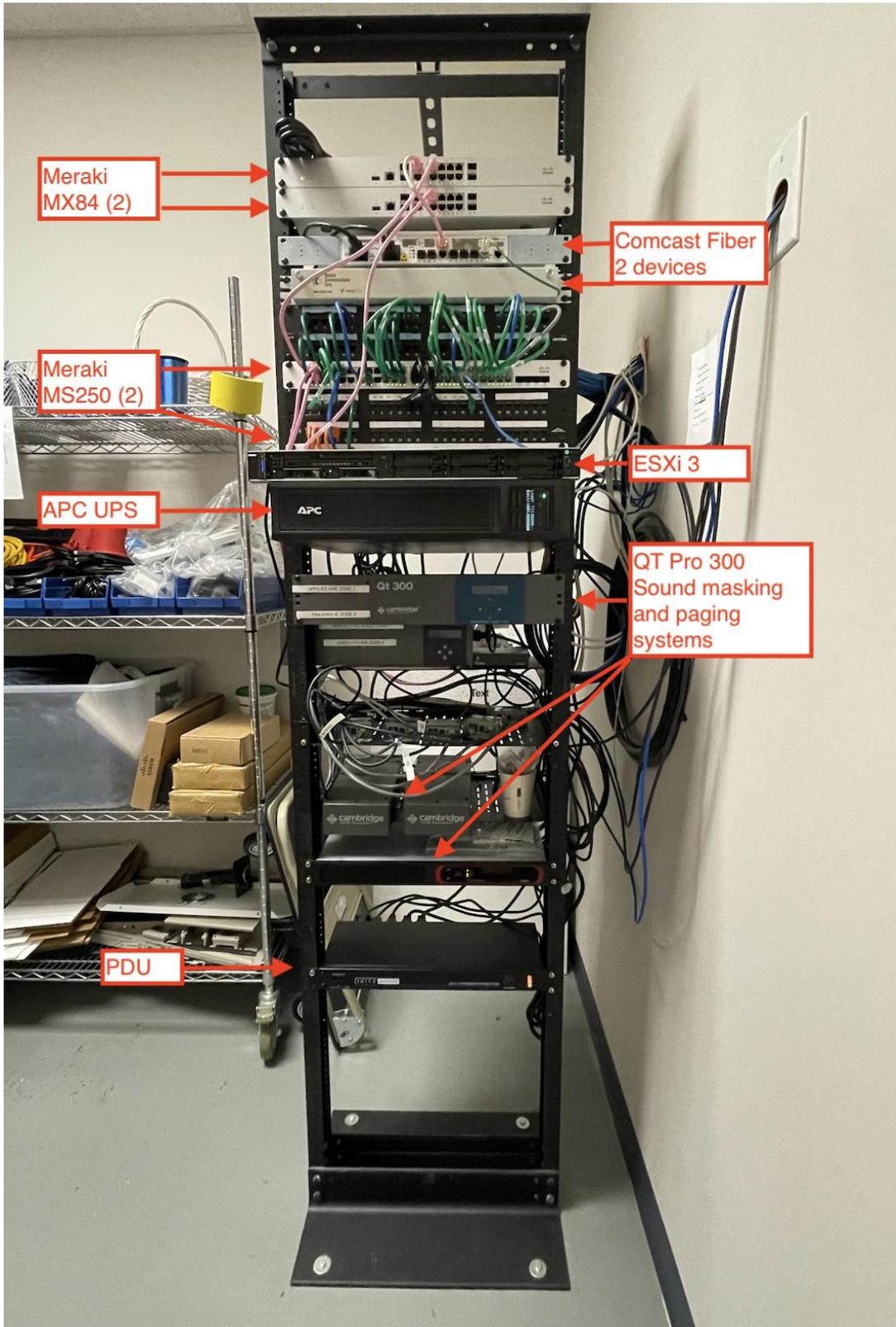


MDF Closet inside the Warehouse, Room #136.1 (continued)



Murrysville

MDF Closet by restrooms, Room #208





Book	Policy Manual
Section	6000 Operations
Title	Acceptable Use and Internet Safety
Code	6015
Status	Active
Adopted	September 13, 2016
Last Revised	May 11, 2021
Prior Revised Dates	January 15, 2019

Purpose

The Board of Trustees of the 21st Century Cyber Charter School (21CCCS) provides computer network and technology resources to enhance educational opportunities for 21CCCS students, employees, and the 21CCCS community. This policy details acceptable use of technology resources provided by 21CCCS. These services and equipment are provided by 21CCCS as a privilege to the user, and appropriate and ethical use of any 21CCCS technology resources, tools, and equipment is required.

It is every technology resource user's (see "Definitions" below) duty to use technology resources responsibly, professionally, ethically, and lawfully. Access to these resources may be designated a privilege, not a right. This policy applies to the acceptable use of technology resources by both adults and minors.

This policy is intended to fulfill requirements of state and federal laws to the extent applicable, including the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. 254(h) and (l) and the Neighborhood Children's Internet Protection Act (N-CIPA), the 2008 Broadband Improvement Act, P.L. 110-385, and any applicable implementing regulations. As such, this policy addresses the following: [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#).

1. Access by minors to inappropriate matter on the Internet and World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including so-called hacking and other unlawful activities by minors online;
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
5. Measures designed to restrict minors' access to materials harmful to minors.

In using or accessing 21CCCS' technology resources, users must comply with the provisions outlined in this policy.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined as such:

Technology resources means technologies, devices, and resources used to access, store, or communicate information. This definition includes, but is not limited to: computers, information systems, networks, laptops, iPads or other tablet devices, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audiovisual equipment, digital cameras, e-readers (i.e. Kindles and Nooks), Internet, electronic mail, electronic communications devices and services, multimedia resources, hardware, and software, including Moodle software.

User means any person who has signed this policy and is permitted by 21CCCS to utilize any portion of 21CCCS' technology resources, including, but not limited to, students, parents/guardians, Learning Coaches, employees, Board of Trustees members, contractors, consultants, vendors, and agents of 21CCCS.

User identification (User ID) means any identifier that would allow a user access to 21CCCS's technology resources or to any program including, but not limited to, email and Internet access.

Password means a unique word, phrase, or combination of alphanumeric and non-alphanumeric characters used to authenticate a user ID as belonging to a specific user.

Child Pornography means, under federal law, any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct where: [\[5\]](#)

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Under Pennsylvania law, child pornography is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction, or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act. [\[6\]](#)

Minor means, for purposes of compliance with CIPA, an individual who has not yet attained the age of seventeen (17). For other purposes, minor shall mean any person under the age of eighteen (18).

Obscene means, under federal and Pennsylvania law, any material if: [\[7\]](#)

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest;
2. The subject matter depicts or describes sexual conduct in a patently offensive way; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, or scientific value.

Technology protection measure means a specific technology that blocks or filters Internet access to content that is obscene, child pornography, or harmful to minors and the material covered by a certification regarding CIPA. [\[3\]](#)

Sexual act and sexual contact have the meanings given such terms under 18 U.S.C. § 2246(2), 18 U.S.C. § 2246(3), and 18 Pa.C.S.A. § 5903. [\[7\]](#)[\[8\]](#)

Vandalism means any malicious attempt to harm or destroy technology resources or data of another user, on the Internet, or on other networks. This includes, but is not limited to, the uploading or creation of computer viruses or malware.

Guidelines

Authorized Users

21CCCS's technology resources may be used by any authorized user. Use of 21CCCS's technology resources is a privilege, not a right. If a potential user has a history of discipline problems involving technology resources, the Chief Executive Officer (CEO) or designee may make the decision not to give the potential user access to certain 21CCCS technology resources.

User Privacy

Computer accounts and technology resources are given to users to assist them in the performance of 21CCCS-related functions. A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving 21CCCS' technology resources, including email, in anything they create, store, send, share, access, view, or receive on or through the Internet.

By using 21CCCS' network and technology resources, all users are expressly waiving any right to privacy and consenting to having their electronic communications and all other use accessed, reviewed, and monitored by 21CCCS in accordance with 21CCCS policies and procedures. A user ID with email access will be provided to authorized users only on the conditions that the user consent to interception of or access to all communications accessed, sent, received, or stored using 21CCCS technology and sign this policy.

Electronic communications, downloaded material, and all data stored on 21CCCS' technology resources, including files deleted from a user's account, may be intercepted, accessed, or searched by 21CCCS administrators or designees at any time in the regular course of business to protect users and 21CCCS' equipment. Any such search, access, or interception will be reasonable in inception and scope and shall comply with all applicable laws.

Technology Administration

The Board of Trustees directs the CEO or designee to assign trained personnel to maintain 21CCCS's technology in a manner that will protect 21CCCS from liability and will protect confidential student and employee information retained on or accessible through 21CCCS' technology resources.

Administrators may suspend access to and/or availability of 21CCCS' technology resources to diagnose and investigate network problems or potential violations of the law or 21CCCS policies and procedures. All 21CCCS technology resources are considered 21CCCS property.

21CCCS may maintain or improve technology resources at any time. 21CCCS or authorized 21CCCS agents may remove, change, or exchange hardware, equipment, or other technology between buildings, classrooms, or users at any time without prior notice.

Content Filtering and Monitoring

School computers will be outfitted with software to enable school officials to remotely monitor and administer the computer. 21CCCS shall not remotely access any webcam or video camera on any computer or electronic device issued to a student without obtaining prior written permission from the parents/guardians (or student if age 18 or older). 21CCCS issued devices are configured with a content filter enabled to block inappropriate content in accordance with the Children's Internet Protection Act (CIPA). In addition, all devices are under enrollment in a mobile device management (MDM) service. This service is used to install software, apply updates, and provide additional device restrictions. It is a violation of school rules and school board policies to circumvent these services.

If users find a website deemed inappropriate, such website must be reported to CEO. After review of the site, appropriate steps will be taken to block an inappropriate site from users.[\[1\]](#)[\[3\]](#)[\[9\]](#)

For purposes of bona fide research or other lawful purposes, certain blocked sites may be made available—but only after approval by the CEO. In making decisions to disable 21CCCS' Technology Protection Measure device, the CEO or designee shall consider whether the use will serve a legitimate educational purpose or otherwise benefit 21CCCS. A student or parent/guardian claiming they have been denied access to Internet material that is not within the purview of this policy shall be afforded review of the request. The parent/guardian or student (if age eighteen (18) or older) must notify the CEO or designee electronically or in writing that they are requesting a reconsideration review within ten (10) school days. Once a decision is rendered, if the parent/guardian or student disagrees with the decision, the parent/guardian or student may escalate their request to the 21CCCS Board of Trustees.[\[1\]](#)[\[9\]](#)[\[10\]](#)

Technology Protection Measures are not foolproof, and 21CCCS does not warrant the effectiveness of Internet filtering except to the extent expressly required by federal and state laws. Evasion or disabling, or attempting to evade or disable, a Technology Protection Measure device installed by 21CCCS is prohibited.

21CCCS shall not be held responsible when a student or other user knowingly or willingly accesses inappropriate material or communicates or shares such materials with others.

Viruses

Viruses can cause substantial damage to technology resources. Users are responsible for taking reasonable precautions to ensure they do not introduce viruses to 21CCCS' technology resources.

All material received on disk, flash drive, or other magnetic or optical medium, and all materials downloaded from the Internet or from technology resources or networks that do not belong to 21CCCS, must be scanned for viruses and other destructive programs before being transferred to 21CCCS' systems. Any user receiving an email from a questionable source must contact the Technology Department before opening the email or any attachment included in the email.

To ensure security and avoid the spread of viruses, users accessing the Internet through a technology resource attached to 21CCCS' network must do so through an approved Internet firewall or Technology Protection Measure.

Encryption Software

Users shall not install or use encryption software on any 21CCCS technology resource without first obtaining written permission from the CEO. Users shall not use passwords or encryption keys that are unknown to the CEO.

The federal government has imposed restrictions on export of programs or files containing encryption technology. Software containing encryption technology shall not be placed on the Internet or transmitted in any way outside the United States.

Web Content Developed by Students

As part of class/course assignments, students may be developing and/or publishing content to the Internet via Web pages, electronic and digital images, blogs, wikis, podcasts, vodcasts, and webcasts, and/or may be participating in videoconferences.

1. Personal information such as phone numbers, addresses, email addresses, or other specific personal information shall not be published or shared to a public page or videoconference.
2. All Web content must comply with this policy.
3. All Web content and videoconferencing must be under the direction and supervision of the teacher/administrator and Learning Coach and is to be used for educational purposes only.
4. All Web content is subject to copyright law and Fair Use guidelines.
5. All Web content shall be posted only to 21CCCS-approved Web pages, blogs, wikis, podcasts, webcasts, vodcasts, and/or videoconferences.

Prohibitions

Students, staff, and all users are expected to act in a responsible, ethical, and legal manner in accordance with 21CCCS policies and federal and state laws. Specifically, the following uses of 21CCCS' technology resources are prohibited:

1. To facilitate illegal activity, including unauthorized access and hacking.
2. Evasion or disabling, or attempting to evade or disable, a Technology Protection Measure device installed by 21CCCS.

3. To engage in commercial, for-profit, or any business purposes, except where such activities are otherwise permitted or otherwise authorized.
4. Non-work or non-school-related work.
5. Product advertisement or political lobbying.
6. Production or distribution of hate mail, unlawful discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. To access or transmit material that is harmful to minors and/or users, indecent, obscene, pornographic, child pornographic, or terroristic, or that advocates the destruction of property.
9. Use of inappropriate language or profanity.
10. To transmit material likely to be offensive or objectionable to recipients.
11. To intentionally obtain or modify files, data, and passwords belonging to other users or integral to system and network operations.
12. Impersonation of another user, anonymity, and/or use of pseudonyms.
13. Installing or use of unauthorized games, programs, files, or other electronic media.
14. To disrupt the work of other users.
15. Destruction, modification, or abuse of technology resources and peripheral hardware or software.
16. Relocation of 21CCCS hardware without prior administrative consent.
17. Quoting personal and/or private communications in a public forum without the original author's prior consent.
18. To access or use any form of non-21CCCS electronic mail on 21CCCS technology resources unless authorized by the CEO or designee.
19. Using the network to participate in online or real-time conversations unless authorized by the teacher/administrator for the purpose of communicating with other classes, students, teachers, experts and/or professionals for educational purposes.
20. Using a disk, removable storage device, or CD/DVD, brought into 21CCCS from an outside source, that has not been properly scanned for viruses or authorized for use by a teacher/administrator in accordance with 21CCCS established procedures.
21. To discriminate against, advocate violence against, harass, intimidate, bully, or cyberbully others.
22. To send unsolicited or forwarded emails and chain letters to persons ("spamming").
23. Using "spoofing" or other means to disguise user identities in sending email or other electronic communication via bulletin boards, newsgroups, social networking sites, instant messages, email systems, chat groups, chat rooms, or other technology resources.
24. To send, transmit, or otherwise disseminate proprietary data, trade secrets, or other confidential information of 21CCCS.
25. To post or allow the posting of personal information about oneself or other people on the technology resource unless authorized in advance by the CEO. Personal information includes address, telephone number (including home, work, and cell phone numbers), school address, work address, pictures or

video bites, clips and so forth.

26. To refer to or attempt to refer to 21CCCS or its employees, agents, trustees, parents/guardians, or students in any electronic communication, posting, blog, website, email, or social networking site, without written authorization from the CEO.
27. To access or transmit gambling, pools for money, or any other betting or games of chance.
28. Using technology resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
29. Using technology resources to post, share, or attempt to post or share information that could endanger an individual or cause personal damage or a danger of service disruption.
30. Indirectly or directly making connections that create "back doors" to 21CCCS, other organizations, community groups, etc., that allow unauthorized access to the technology resources or 21CCCS.
31. Use of school-issued devices or 21CCCS internet resources or accounts outside of the United States of America without the prior written consent of the CEO.

Security

21CCCS intends to strictly protect its technology resources against numerous outside and internal risks and vulnerabilities. Users are important and critical players in protecting these assets and in lessening the risks that can harm technology resources. Therefore, users are required to comply fully with this policy and to immediately report any violations or suspicious activities to the CEO.

System security is protected in part by the use of passwords. All passwords must be at least eight (8) characters and include alphanumeric and special characters.

Employee users will be required to change their passwords every thirty (30) days.

Student users will be required to change their passwords every six (6) months.

21CCCS will maintain a password history that prevents the use of a repetitive password.

After three (3) unsuccessful access attempts, an attempted user will be locked out and must contact the Help Desk.

After a period of 60 (sixty) minutes of inactivity, a user will be automatically logged off the system.

In addition, there may be circumstances that warrant the change of a password, including but not limited to the following:

1. The user's laptop has been replaced with a new unit;
2. There has been a record or report of a virus or other potentially dangerous software or malware on the user's system;
3. The user's system has been compromised by hacking or there is a reasonable suspicion of such activity;
4. The user has admitted to sharing a password, or there are reasons to believe that a user's password has been shared, with another student or other non-authorized user; or
5. Other reasons determined by the 21CCCS Technology Department.

Failure to adequately protect or update passwords could result in unauthorized access to personal or 21CCCS files. Users shall be responsible for safeguarding their passwords for access to 21CCCS's technology resources and for all transactions made using their passwords. To protect the integrity of 21CCCS technology resources and systems, the following guidelines shall be enforced:

1. Students and other users shall not reveal their passwords to another unauthorized individual.
2. Passwords shall not be printed or stored online.
3. Students and other users are required to log off from the network when they finish working at a particular station.
4. Users are not to use a computer that has been logged in under another student's, teacher's or user's name.
5. Any user identified by the CEO or designee as having a history of discipline problems involving technology resources may be denied access to any or all of 21CCCS' technology resources.
6. Students and other users shall not alter a communication originally received from another person or computer with the intent to deceive.
7. Users shall not misrepresent the identity of a sender or source of communication.
8. Users shall not disable or circumvent any 21CCCS security, software or hardware.
9. Users shall not interfere with or disrupt 21CCCS' systems, network accounts, services, or equipment.
10. Files, system security software/hardware, or any 21CCCS system shall not be altered or attempt to be altered without the written authorization of the CEO or designee.
11. Unauthorized hardware and electronic devices shall not be connected to the 21CCCS system.

12. Users shall comply with requests from the CEO or designee to discontinue activities that threaten the operation or integrity of the 21CCCS system. Use of passwords to gain access to technology resources or to encode particular files or messages does not imply that users have an expectation of privacy in the material they create or receive on technology resources. 21CCCS retains the right to access all material stored on the technology resources regardless of whether that material has been encoded with a particular user's password, subject to limitations as set forth in 21CCCS' Remote Access and Monitoring of School-Issued Technology Policy as well as applicable law.

Users shall not alter or copy a file belonging to another user without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file. Users shall not use the technology resources to snoop or pry into the affairs of other users by unnecessarily reviewing the files and emails of another.

A user's ability to connect to another computer's system through the network or by any other electronic means shall not imply a right to connect to those systems or make use of those systems unless specifically authorized by the administrators of those systems and the CEO. Users shall not use the technology resources to snoop or pry into the affairs of other users by unnecessarily or inappropriately reviewing the files and/or emails of another.

Safety

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher, staff member, or administrator.

Communications through 21CCCS technology resources are limited to only those which serve a demonstrable educational purpose. For safety reasons, 21CCCS users shall not reveal personal addresses, contact information or telephone numbers to other users on 21CCCS networks or on the Internet.

The CEO or designee shall be responsible for implementing protection measures to determine whether 21CCCS' computers, laptops, iPads, Kindles, tablets and other technology resources and technology-related devices (such as USB drives, digital cameras and video cameras, PDAs, MP3 players, printers, etc.) are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to: [\[1\]](#)[\[2\]](#)[\[3\]](#)

1. Utilizing technology protection measures that block or filter Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board of Trustees.
2. Maintaining a listing of all employees and users with access to the room which contains 21CCCS' server.
3. Generating and maintaining monitoring reports (including firewall logs) of user activity and remote access on 21CCCS' system by all users, including but not limited to students, employees, contractors, consultants, and/or vendors.
 - a. The report should include the date, time, and reason for access; whether it was remote access; the changes made; and who made the changes.
4. Maintaining documentation that students no longer enrolled at 21CCCS as well as terminated employees and contractors/vendors or those with expired contracts have been properly removed from 21CCCS' system in a timely manner.
5. Analyzing the impact of proposed program changes in relation to other critical business functions before adopting the proposed program changes.
6. Developing compensating controls to mitigate IT weakness and alert 21CCCS to unauthorized changes to student data, i.e., reconciliations to manual records, analysis of student trends, data entry procedures and review, etc.

Vendors

If 21CCCS shares internally sensitive, legally-and/or contractually-restricted 21CCCS data with parties outside the 21CCCS community, 21CCCS shall first enter into a Non-Disclosure Agreement with the party. The Non-Disclosure Agreement is needed to protect 21CCCS' proprietary or otherwise sensitive information. Non-Disclosure Agreements are typically needed when entering into a business relationship with vendors, consultants, and contractors. All Non-Disclosure Agreements must be reviewed by 21CCCS' legal counsel before signing.

All vendors, consultants, and/or contractors shall be granted access to 21CCCS' technology resources only to make changes or updates with prior written authorization from the CEO or designee. Once the vendor, consultant, and/or contractor have completed their work, access to 21CCCS' systems will be removed.

Vendors, consultants, and contractors are required to assign unique user IDs and passwords to each of their employees authorized to access 21CCCS' system. Vendors, consultants, and/or contractors may be terminated for violating this policy and/or violating any state or federal laws.

All vendors, consultants, and/or contractors and their employees who have direct contact with students must comply with the mandatory Pennsylvania background check requirements for federal and state criminal history and child abuse. An official child abuse clearance statement for each of the vendors', consultants' and/or contractors' employees shall be submitted to 21CCCS prior to beginning employment with 21CCCS. Failure to comply with the background checks as required by applicable law or legal regulations and/or the Pennsylvania Department of Education shall lead to immediate termination or non-hire. [\[11\]](#) [\[12\]](#) [\[13\]](#)

Closed Forum

21CCCS' technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law.

All expressive activities involving 21CCCS technology resources that students, parents/guardians, and members of the public might reasonably perceive to bear the approval of 21CCCS and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing, and deletion, to the fullest extent permitted by applicable law, on behalf of 21CCCS for legitimate educational reasons. All other expressive activities involving 21CCCS's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by applicable law and Board of Trustees Policies.

Records Retention

21CCCS personnel shall establish a retention schedule for the regular archiving or deletion of data stored on 21CCCS technology resources that complies with 21CCCS' Record Retention and Destruction Policy as well as all federal and Pennsylvania state laws and regulations. It is the user's responsibility to know which records are subject to these conditions and to comply with these laws and regulations or to contact the CEO for clarification.

In the case of pending or threatened litigation, 21CCCS' attorney will issue a litigation hold directive to the CEO or designee. A hold directive will direct all 21CCCS administration and staff or agents not to delete or destroy any electronic mail or other documentation on a computer as related to a specific student, employee, and issue for a specific time period. Failure to follow such a directive could result in negative legal consequences for the user and/or within the actual or threatened litigation. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal, or destruction of relevant documents until the hold has been lifted by 21CCCS' attorney.

Email and computer accounts of separated employees that have been placed on a litigation hold will be maintained by 21CCCS until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Drafting Emails

Emails may appear informal, as email messages are sometimes offhand like a conversation and are often not as carefully thought out as a letter or memorandum. Like any other document, an email message or other computer information can later be used to indicate what a user knew or felt. You should keep this in mind when creating email messages and other documents. Even after you delete an email message or close a computer session, it may still be recoverable and may remain on the system. Email communications are discoverable during litigation and, therefore, will have to be turned over to the opposing party unless it is determined to be privileged by 21CCCS' legal counsel.

Privileged Attorney-Client Communications

Confidential emails sent to or retained from counsel or an attorney representing 21CCCS shall include this warning header on each page: "ATTORNEY CLIENT PRIVILEGED" and/or "ATTORNEY CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

No Warranty/No Endorsement

21CCCS makes no warranties of any kind, whether expressed or implied, for the services, products, or access it provides.

The electronic information available to students and staff on the Internet or through web-based services does not imply endorsement of the content by 21CCCS, with the exception of resources approved and adopted by the Board of Trustees. Nor does 21CCCS guarantee the accuracy of information received using 21CCCS' technology resources.

21CCCS is not and shall not be responsible for the loss of data, delays, nondeliveries, misdeliveries, or service interruptions. 21CCCS is not and shall not be responsible for any information that may be damaged or unavailable when using 21CCCS technology resources or for any information that is retrieved via the Internet. 21CCCS is not and shall not be responsible for any damages incurred as the result of using 21CCCS technology resources, including but not limited to the loss of personal property used to access a technology resource. Further, 21CCCS is not and shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other commercial online services.

Unauthorized Disclosure of Information of Minors

It is a violation of state laws, including but not limited to Chapter 12 of Title 22 of the Pennsylvania Code, as well as The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and all other federal laws and regulations, to access data of a student the user does not have a legitimate educational interest in or to disclose information about a student without parental permission or absent an exception to the disclosure requirements. Access and distribution of student data is recorded.[\[14\]](#)[\[15\]](#)

Questions regarding the disclosure of student information must be directed to the CEO prior to disclosure and must conform to 21CCCS' Student Records Policy. Unauthorized disclosure, use, and/or dissemination of personal information regarding minors is prohibited.

Damages

Users shall be responsible for damage to technology resources, equipment, systems, and/or software. All damage incurred due to a user's intentional or negligent misuse of 21CCCS' technology resources, including loss of property and staff time, may be charged to the user. 21CCCS administrators have the authority to sign any criminal complaint regarding damage to 21CCCS technology.

Technology Optional Insurance

The technology devices provided by 21st Century Cyber Charter School are expensive devices that require students to follow usage guidelines and use caution when handling the devices. All students are assigned a MacBook Air and an iPad. A charger is also provided for each device. It is the student's responsibility to care for the devices and any accessories. **The technology optional insurance is highly recommended, but not required.** The annual fee covers the cost of repairing devices. Fees are capped at a maximum of two fees per household. The optional insurance cost for the current school year is as follows:

Per Student Cost	Per Student Cost Qualifies for Reduced Lunch Status	Per Student Cost Qualifies for Free Lunch Status	Per Student Cost Opt Out
\$25	\$10	\$0	\$0

If the MacBook Air or iPad is stolen or lost, including as a result of fire or other natural disaster, you must notify the school immediately and file a police report for stolen devices. It is highly recommended to add the devices to your homeowners or renters insurance policy. The student will be responsible for the cost of stolen or lost devices at the respective fee:

MacBook Air	\$699.00
MacBook Air Charger	\$72.00
iPad	\$294.00
iPad Charger	\$19.00
iPad Lightning Cable	\$19.00

Should there be any damage to the devices, it must be reported within 24 hours and the Technology Department will determine if the damage was deliberate or as a result of deterioration from use. Any damage caused deliberately will be classified as vandalism. Students will be billed for repairs caused by vandalism and disciplinary action may occur. The optional insurance covers the first incident of the school year, including damage due to negligence or vandalism. Subsequent incidents will incur a deductible based on the tier of damage.

Important Notes:

- The optional insurance MUST be paid prior to an incident occurring. It will not be applied retroactively.
- If the damage involves multiple tiers you will be charged the highest of the tiers.
- Examples of negligence or vandalism include, but are not limited to:

- Lying or misrepresenting information on the damage reported
- Not reporting damages on time
- Damage caused by drops, falls, collisions or liquid spills

The following shows deductible costs based on tier and type of damage.

Device Type	Damage Tier	Type of Damage	Subsequent Incident Cost with Tech Fee	ANY Incident Cost WITHOUT Tech Fee
MacBook Air	Tier 1	Internal Components, Cables, Connectors, etc.	No Charge	Up to \$15.00
MacBook Air	Tier 2	Trackpad	\$15.00	\$45.00
MacBook Air	Tier 2	Wireless Card	\$20.00	\$60.00
MacBook Air	Tier 2	Bottom Case	\$23.00	\$70.00
MacBook Air	Tier 3	Battery	\$33.00	\$100.00
MacBook Air	Tier 3	Top Case w/Keyboard	\$60.00	\$180.00
MacBook Air	Tier 4	SSD	\$73.00	\$220.00
MacBook Air	Tier 4	LCD Display	\$103.00	\$310.00
MacBook Air	Tier 4	Logic Board	\$103.00	\$310.00
iPad	Tier 1	Home Button	No Charge	\$5.00
iPad	Tier 1	Front/Back Camera	No Charge	\$5.00
iPad	Tier 1	Speakers	No Charge	\$5.00
iPad	Tier 1	Headphone Jack	No Charge	\$5.00
iPad	Tier 2	Digitizer	\$12.00	Up to \$35.00
iPad	Tier 2	LCD Screen	\$46.00	Up to \$140.00
iPad	Tier 2	Battery	\$6.00	\$20.00

Insurance can be purchased online via: <http://https://school.21cccs.org/mod/resource/view.php?id=49829>

Click here to register or sign in to the payment portal. Check payment may be sent to the school's attention to the Business Office. No cash will be accepted.

Reporting a Missing or Stolen Technology Resource

If a student or parent/guardian believes that a school-issued technology resource is missing or stolen, the following must occur:

1. Notify the student's Family Support Coordinator immediately;
2. Immediately file a true and accurate report with the local police department and/or law enforcement agency;
3. Immediately submit a copy of the report via email, fax or US Mail to the IT Director at the 21st Century Cyber Charter School; and
4. Cooperate with 21CCCS and/or authorities in any and all legal efforts/actions taken to retrieve the stolen property.

Compliance with Applicable Laws and Licenses

In their use of technology resources, users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. Users shall not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the email system or by any other means unless it is confirmed in advance from appropriate sources that 21CCCS has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by 21CCCS as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the CEO or designee.[\[16\]](#)

Violations of Acceptable Technology Usage Policies and Procedures

Use of technology resources and equipment in a disruptive, manifestly inappropriate or illegal manner impairs 21CCCS' mission and squanders resources, and it shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to 21CCCS' technology resources. Any violation of 21CCCS policies or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of 21CCCS' technology resources and equipment.[\[9\]](#)

Employees may be disciplined or terminated, and students suspended or expelled, for violating this policy. Any attempted violation of 21CCCS' policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation.

Consequences for Inappropriate Use

Illegal use of 21CCCS technology resources includes, but is not limited to: intentional copying, deletion or damage to files or data belonging to others; copyright violations; or theft of services. Any illegal usage of 21CCCS technology resources will be immediately reported to the appropriate legal and/or law enforcement authorities for possible investigation and prosecution.[\[9\]](#)

General rules for behavior and communications apply when using the Internet or any 21CCCS technology resource. Suspension of access, loss of access, and other disciplinary actions may be consequences for inappropriate use. Vandalism may result in cancellation of access privileges, discipline, and possible criminal action.[\[9\]](#)

Cessation of Access

Upon the termination or ending of enrollment or employment or the termination of any contract with or from 21CCCS, no further access to or use of technology resources is permitted without the express authorization from the CEO.

Education of Technology Resource Users

21CCCS shall implement a program that educates students and staff about acceptable use and Internet safety associated with 21CCCS' technology resources. All students must complete a designated technology resources and Internet training prior to unsupervised use of 21CCCS technology resources, as required by the 2008 Broadband Data Improvement Act. This training includes, but is not limited to: appropriate online behavior, including interacting on social networking

websites and in chat rooms; cyberbullying awareness and response; proper use of technology resources; restricted activities with technology resources; and access and monitoring of school-issued technology resources to students.[\[3\]\[17\]](#)

No Additional Rights

This policy is not intended for and does not grant users any contractual rights. Users of 21CCCS' technology resources must review this policy closely and sign and return to 21CCCS the form acknowledging receipt and acceptance of the terms in this policy, which is attached hereto. Venue for any legal action arising out of an alleged and/or actual violation of the attached agreement(s) shall be in Chester County, Pennsylvania.

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

Legal

[1. 20 U.S.C. 6777](#)

[2. 47 CFR 54.520](#)

[3. 47 U.S.C. 254](#)

[4. 15 U.S.C. 6551](#)

[5. 18 U.S.C. 2256](#)

[6. 18 Pa. C.S.A. 6312](#)

[7. 18 Pa. C.S.A. 5903](#)

[8. 18 U.S.C. 2246](#)

[9. 24 P.S. 4604](#)

[10. 24 P.S. 4610](#)

[11. 23 Pa. C.S.A. 6344](#)

[12. 24 P.S. 111](#)

[13. 24 P.S. 111.1](#)

[14. 20 U.S.C. 1232g](#)

[15. 22 PA Code 12.31](#)

[16. 17 U.S.C. 101 et seq](#)

[17. 24 P.S. 1303.1-A](#)

[24 P.S. 1716-A](#)

[24 P.S. 1743-A](#)

[24 P.S. 4601 et seq](#)



Book	Policy Manual
Section	3000 Employees
Title	Code of Professional Practice and Conduct
Code	3000
Status	Active
Adopted	May 12, 2015
Last Revised	November 5, 2019
Prior Revised Dates	April 16, 2019

Background

The Professional Standards and Practices Commission (PSPC) was required under Act 71 of 1989 to develop a code which would establish statewide standards for professional practice. The code affects all professional educators as defined in the Public School Code, including teachers, administrators, and certified guidance counselors, school nurses, home and school visitor liaison, psychologists, dental hygienists, instructional media specialists, and nutrition specialists.

Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching practice.

Introduction

Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for verbal warnings, written warnings, private reprimands, public reprimands, suspension, dismissal, or civil and/or criminal sanctions. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate.

Purpose

A. Professional educators in this Commonwealth believe that the quality of their services directly influences the nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its program to the public.

B. Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion of excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

C. In accordance with applicable state regulations, including Title 22 Pa. Code Chapter 235, the 21st Century Cyber Charter School ("Charter School") Board of Trustees ("Board") has established this policy to create high standards in ethical conduct for the teachers at the Charter School.

Practices

- A. Professional practices are behaviors and attitudes that are based on a set of values that the professional education community and Charter School believe in and accept. These values are evidenced by the professional educator's conduct toward students, colleagues, the Charter School and community.
- B. Professional educators at the Charter School are expected to abide by the following:
1. Pennsylvania's Charter School Law, 24 PS 17-1701-A, other applicable school laws of the Commonwealth, all applicable state and federal law, including sections of the Public Employee Relations Act and the Pennsylvania Code of Professional Practice and Conduct for Educators.
 2. Professional educators shall be prepared and legally-certified in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term emergency basis.
 3. Professional educators shall maintain high levels of competence throughout their careers.
 4. Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, or disabling condition of vocational interest. This list of bases of discrimination is not all-inclusive.
 5. Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
 6. Professional educators shall impart to their students principles of good citizenship and societal responsibility.
 7. Professional educators shall exhibit acceptable and professional language and communication skills. Verbal and written communication with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
 8. Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
 9. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
 10. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Ethical Conduct

The professional educator at the Charter School shall not:

- A. Intentionally, knowingly or recklessly engage in deceptive practices regarding official policies of the Charter School or the rules and regulations of the Pennsylvania Department of Education.
- B. Make threats of violence against the Charter School employees, Board members, students or parents/guardians of students.
- C. Falsify records or direct or coerce others to do so.
- D. Use or distribute illegal controlled substances and/or engage in the abuse of prescription drugs and toxic inhalants.
- E. Intentionally or knowingly misrepresent their employment history, criminal history and/or disciplinary record when applying for subsequent employment.
- F. Consume alcoholic beverages on Charter School property or during activities when students are present.

Legal Obligations

The professional educator shall not engage in conduct prohibited by:

- A. The Teacher Certification Law (24 P.S. Sec. 12-1251 through 12-1268).
- B. The Pennsylvania Charter School Law and other laws relating to the schools or the education of children.
- C. The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Law.

Certification

The professional educator may not:

- A. Accept employment, when not properly certificated, in a position for which certification is required.
- B. Assist entry into or continuance in the education profession of an unqualified person.
- C. Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Civil Rights

The professional educator may not:

- A. Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, or disabling condition or vocational interest against a student or fellow professional. This list of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- B. Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Improper Personal or Financial Gain

The professional educator may not:

- A. Accept gratuities, gifts or favors that might impair or appear to impair professional judgment. This shall not restrict the acceptance of gifts or tokens offered and accepted only from students, parents of students or other persons or organizations in recognition or appreciation of service.
- B. Exploit a professional relationship for personal gain or advantage.
- C. Knowingly misappropriate, divert or use monies, personnel, property or equipment committed to their charge for personal gain or advantage.
- D. Submit fraudulent request for reimbursement, expenses or pay.
- E. Use institutional or professional privileges for personal or partisan advantage.

Relationships with Students

The professional educator may not:

- A. Knowingly and intentionally distort or misrepresent evaluations of students.
- B. Knowingly and intentionally misrepresent subject matter or curriculum.
- C. Sexually harass or engage in sexual relationships with students.
- D. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.
- E. Reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- F. Intentionally, knowingly or recklessly treat a student in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student.
- G. Intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- H. Engage in physical mistreatment, neglect or abuse of a student.

- I. Furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- J. Engage in inappropriate professional educator-student relationships. The professional education shall create boundaries based on a reasonably prudent educator standard.
- K. Engage in inappropriate communications with a student or minor, which may include, but is not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication, such as Facebook or MySpace. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (1) the nature, purpose, timing and amount of the communication;
 - (2) the subject matter of the communication;
 - (3) whether the communication was made openly or the educator attempted to conceal the communication;
 - (4) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (5) whether the communication is sexually explicit; and
 - (6) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Professional Relationships

The professional educator may not:

- A. Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- B. Knowingly and intentionally distort evaluations of colleagues.
- C. Unlawful harassment of a fellow employee.
- D. Use coercive means or promise special treatment to influence professional decisions of colleagues.
- E. Threaten, coerce or discriminate against any colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
- F. Reveal confidential health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law.
- G. Harm others by knowingly making false statements about a colleague or the Charter School.
- H. Violate Charter School policies and state and federal laws regarding the hiring, evaluation and dismissal of personnel.

Violations

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession and of the Charter School. Violations of this policy may include, but not be limited to, verbal warnings, written warnings, reprimands, suspension, dismissal, or civil and criminal sanctions. All discipline reprimands or criticism by the Board of Trustees of a professional employee shall be done only when the Board is in executive session. Individual Board members shall not make any statement to the news media concerning the disciplining, reprimanding or criticizing of a professional employee which may have taken place during the time the Board met in executive session.

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



Book	Policy Manual
Section	6000 Operations
Title	Acceptable Use and Internet Safety
Code	6015
Status	Active
Adopted	September 13, 2016
Last Revised	May 11, 2021
Prior Revised Dates	January 15, 2019

Purpose

The Board of Trustees of the 21st Century Cyber Charter School (21CCCS) provides computer network and technology resources to enhance educational opportunities for 21CCCS students, employees, and the 21CCCS community. This policy details acceptable use of technology resources provided by 21CCCS. These services and equipment are provided by 21CCCS as a privilege to the user, and appropriate and ethical use of any 21CCCS technology resources, tools, and equipment is required.

It is every technology resource user's (see "Definitions" below) duty to use technology resources responsibly, professionally, ethically, and lawfully. Access to these resources may be designated a privilege, not a right. This policy applies to the acceptable use of technology resources by both adults and minors.

This policy is intended to fulfill requirements of state and federal laws to the extent applicable, including the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. 254(h) and (l) and the Neighborhood Children's Internet Protection Act (N-CIPA), the 2008 Broadband Improvement Act, P.L. 110-385, and any applicable implementing regulations. As such, this policy addresses the following: [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

1. Access by minors to inappropriate matter on the Internet and World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including so-called hacking and other unlawful activities by minors online;
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
5. Measures designed to restrict minors' access to materials harmful to minors.

In using or accessing 21CCCS' technology resources, users must comply with the provisions outlined in this policy.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined as such:

Technology resources means technologies, devices, and resources used to access, store, or communicate information. This definition includes, but is not limited to: computers, information systems, networks, laptops, iPads or other tablet devices, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audiovisual equipment, digital cameras, e-readers (i.e. Kindles and Nooks), Internet, electronic mail, electronic communications devices and services, multimedia resources, hardware, and software, including Moodle software.

User means any person who has signed this policy and is permitted by 21CCCS to utilize any portion of 21CCCS' technology resources, including, but not limited to, students, parents/guardians, Learning Coaches, employees, Board of Trustees members, contractors, consultants, vendors, and agents of 21CCCS.

User identification (User ID) means any identifier that would allow a user access to 21CCCS's technology resources or to any program including, but not limited to, email and Internet access.

Password means a unique word, phrase, or combination of alphanumeric and non-alphanumeric characters used to authenticate a user ID as belonging to a specific user.

Child Pornography means, under federal law, any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct where:[\[5\]](#)

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Under Pennsylvania law, child pornography is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction, or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[\[6\]](#)

Minor means, for purposes of compliance with CIPA, an individual who has not yet attained the age of seventeen (17). For other purposes, minor shall mean any person under the age of eighteen (18).

Obscene means, under federal and Pennsylvania law, any material if:[\[7\]](#)

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest;
2. The subject matter depicts or describes sexual conduct in a patently offensive way; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, or scientific value.

Technology protection measure means a specific technology that blocks or filters Internet access to content that is obscene, child pornography, or harmful to minors and the material covered by a certification regarding CIPA.[\[3\]](#)

Sexual act and sexual contact have the meanings given such terms under 18 U.S.C. § 2246(2), 18 U.S.C. § 2246(3), and 18 Pa.C.S.A. § 5903.[\[7\]](#)[\[8\]](#)

Vandalism means any malicious attempt to harm or destroy technology resources or data of another user, on the Internet, or on other networks. This includes, but is not limited to, the uploading or creation of computer viruses or malware.

Guidelines

Authorized Users

21CCCS's technology resources may be used by any authorized user. Use of 21CCCS's technology resources is a privilege, not a right. If a potential user has a history of discipline problems involving technology resources, the Chief Executive Officer (CEO) or designee may make the decision not to give the potential user access to certain 21CCCS technology resources.

User Privacy

Computer accounts and technology resources are given to users to assist them in the performance of 21CCCS-related functions. A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving 21CCCS' technology resources, including email, in anything they create, store, send, share, access, view, or receive on or through the Internet.

By using 21CCCS' network and technology resources, all users are expressly waiving any right to privacy and consenting to having their electronic communications and all other use accessed, reviewed, and monitored by 21CCCS in accordance with 21CCCS policies and procedures. A user ID with email access will be provided to authorized users only on the conditions that the user consent to interception of or access to all communications accessed, sent, received, or stored using 21CCCS technology and sign this policy.

Electronic communications, downloaded material, and all data stored on 21CCCS' technology resources, including files deleted from a user's account, may be intercepted, accessed, or searched by 21CCCS administrators or designees at any time in the regular course of business to protect users and 21CCCS' equipment. Any such search, access, or interception will be reasonable in inception and scope and shall comply with all applicable laws.

Technology Administration

The Board of Trustees directs the CEO or designee to assign trained personnel to maintain 21CCCS's technology in a manner that will protect 21CCCS from liability and will protect confidential student and employee information retained on or accessible through 21CCCS' technology resources.

Administrators may suspend access to and/or availability of 21CCCS' technology resources to diagnose and investigate network problems or potential violations of the law or 21CCCS policies and procedures. All 21CCCS technology resources are considered 21CCCS property.

21CCCS may maintain or improve technology resources at any time. 21CCCS or authorized 21CCCS agents may remove, change, or exchange hardware, equipment, or other technology between buildings, classrooms, or users at any time without prior notice.

Content Filtering and Monitoring

School computers will be outfitted with software to enable school officials to remotely monitor and administer the computer. 21CCCS shall not remotely access any webcam or video camera on any computer or electronic device issued to a student without obtaining prior written permission from the parents/guardians (or student if age 18 or older). 21CCCS issued devices are configured with a content filter enabled to block inappropriate content in accordance with the Children's Internet Protection Act (CIPA). In addition, all devices are under enrollment in a mobile device management (MDM) service. This service is used to install software, apply updates, and provide additional device restrictions. It is a violation of school rules and school board policies to circumvent these services.

If users find a website deemed inappropriate, such website must be reported to CEO. After review of the site, appropriate steps will be taken to block an inappropriate site from users.[\[1\]](#)[\[3\]](#)[\[9\]](#)

For purposes of bona fide research or other lawful purposes, certain blocked sites may be made available—but only after approval by the CEO. In making decisions to disable 21CCCS' Technology Protection Measure device, the CEO or designee shall consider whether the use will serve a legitimate educational purpose or otherwise benefit 21CCCS. A student or parent/guardian claiming they have been denied access to Internet material that is not within the purview of this policy shall be afforded review of the request. The parent/guardian or student (if age eighteen (18) or older) must notify the CEO or designee electronically or in writing that they are requesting a reconsideration review within ten (10) school days. Once a decision is rendered, if the parent/guardian or student disagrees with the decision, the parent/guardian or student may escalate their request to the 21CCCS Board of Trustees.[\[1\]](#)[\[9\]](#)[\[10\]](#)

Technology Protection Measures are not foolproof, and 21CCCS does not warrant the effectiveness of Internet filtering except to the extent expressly required by federal and state laws. Evasion or disabling, or attempting to evade or disable, a Technology Protection Measure device installed by 21CCCS is prohibited.

21CCCS shall not be held responsible when a student or other user knowingly or willingly accesses inappropriate material or communicates or shares such materials with others.

Viruses

Viruses can cause substantial damage to technology resources. Users are responsible for taking reasonable precautions to ensure they do not introduce viruses to 21CCCS' technology resources.

All material received on disk, flash drive, or other magnetic or optical medium, and all materials downloaded from the Internet or from technology resources or networks that do not belong to 21CCCS, must be scanned for viruses and other destructive programs before being transferred to 21CCCS' systems. Any user receiving an email from a questionable source must contact the Technology Department before opening the email or any attachment included in the email.

To ensure security and avoid the spread of viruses, users accessing the Internet through a technology resource attached to 21CCCS' network must do so through an approved Internet firewall or Technology Protection Measure.

Encryption Software

Users shall not install or use encryption software on any 21CCCS technology resource without first obtaining written permission from the CEO. Users shall not use passwords or encryption keys that are unknown to the CEO.

The federal government has imposed restrictions on export of programs or files containing encryption technology. Software containing encryption technology shall not be placed on the Internet or transmitted in any way outside the United States.

Web Content Developed by Students

As part of class/course assignments, students may be developing and/or publishing content to the Internet via Web pages, electronic and digital images, blogs, wikis, podcasts, vodcasts, and webcasts, and/or may be participating in videoconferences.

1. Personal information such as phone numbers, addresses, email addresses, or other specific personal information shall not be published or shared to a public page or videoconference.
2. All Web content must comply with this policy.
3. All Web content and videoconferencing must be under the direction and supervision of the teacher/administrator and Learning Coach and is to be used for educational purposes only.
4. All Web content is subject to copyright law and Fair Use guidelines.
5. All Web content shall be posted only to 21CCCS–approved Web pages, blogs, wikis, podcasts, webcasts, vodcasts, and/or videoconferences.

Prohibitions

Students, staff, and all users are expected to act in a responsible, ethical, and legal manner in accordance with 21CCCS policies and federal and state laws. Specifically, the following uses of 21CCCS' technology resources are prohibited:

1. To facilitate illegal activity, including unauthorized access and hacking.
2. Evasion or disabling, or attempting to evade or disable, a Technology Protection Measure device installed by 21CCCS.
3. To engage in commercial, for-profit, or any business purposes, except where such activities are otherwise permitted or otherwise authorized.
4. Non-work or non-school-related work.
5. Product advertisement or political lobbying.
6. Production or distribution of hate mail, unlawful discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. To access or transmit material that is harmful to minors and/or users, indecent, obscene, pornographic, child pornographic, or terroristic, or that advocates the destruction of property.
9. Use of inappropriate language or profanity.
10. To transmit material likely to be offensive or objectionable to recipients.
11. To intentionally obtain or modify files, data, and passwords belonging to other users or integral to system and network operations.
12. Impersonation of another user, anonymity, and/or use of pseudonyms.
13. Installing or use of unauthorized games, programs, files, or other electronic media.
14. To disrupt the work of other users.
15. Destruction, modification, or abuse of technology resources and peripheral hardware or software.
16. Relocation of 21CCCS hardware without prior administrative consent.
17. Quoting personal and/or private communications in a public forum without the original author's prior consent.
18. To access or use any form of non-21CCCS electronic mail on 21CCCS technology resources unless authorized by the CEO or designee.

19. Using the network to participate in online or real-time conversations unless authorized by the teacher/administrator for the purpose of communicating with other classes, students, teachers, experts and/or professionals for educational purposes.
20. Using a disk, removable storage device, or CD/DVD, brought into 21CCCS from an outside source, that has not been properly scanned for viruses or authorized for use by a teacher/administrator in accordance with 21CCCS established procedures.
21. To discriminate against, advocate violence against, harass, intimidate, bully, or cyberbully others.
22. To send unsolicited or forwarded emails and chain letters to persons ("spamming").
23. Using "spoofing" or other means to disguise user identities in sending email or other electronic communication via bulletin boards, newsgroups, social networking sites, instant messages, email systems, chat groups, chat rooms, or other technology resources.
24. To send, transmit, or otherwise disseminate proprietary data, trade secrets, or other confidential information of 21CCCS.
25. To post or allow the posting of personal information about oneself or other people on the technology resource unless authorized in advance by the CEO. Personal information includes address, telephone number (including home, work, and cell phone numbers), school address, work address, pictures or video bites, clips and so forth.
26. To refer to or attempt to refer to 21CCCS or its employees, agents, trustees, parents/guardians, or students in any electronic communication, posting, blog, website, email, or social networking site, without written authorization from the CEO.
27. To access or transmit gambling, pools for money, or any other betting or games of chance.
28. Using technology resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
29. Using technology resources to post, share, or attempt to post or share information that could endanger an individual or cause personal damage or a danger of service disruption.
30. Indirectly or directly making connections that create "back doors" to 21CCCS, other organizations, community groups, etc., that allow unauthorized access to the technology resources or 21CCCS.
31. Use of school-issued devices or 21CCCS internet resources or accounts outside of the United States of America without the prior written consent of the CEO.

Security

21CCCS intends to strictly protect its technology resources against numerous outside and internal risks and vulnerabilities. Users are important and critical players in protecting these assets and in lessening the risks that can harm technology resources. Therefore, users are required to comply fully with this policy and to immediately report any violations or suspicious activities to the CEO.

System security is protected in part by the use of passwords. All passwords must be at least eight (8) characters and include alphanumeric and special characters.

Employee users will be required to change their passwords every thirty (30) days.

Student users will be required to change their passwords every six (6) months.

21CCCS will maintain a password history that prevents the use of a repetitive password.

After three (3) unsuccessful access attempts, an attempted user will be locked out and must contact the Help Desk.

After a period of 60 (sixty) minutes of inactivity, a user will be automatically logged off the system.

In addition, there may be circumstances that warrant the change of a password, including but not limited to the following:

1. The user's laptop has been replaced with a new unit;
2. There has been a record or report of a virus or other potentially dangerous software or malware on the user's system;

3. The user's system has been compromised by hacking or there is a reasonable suspicion of such activity;
4. The user has admitted to sharing a password, or there are reasons to believe that a user's password has been shared, with another student or other non-authorized user; or
5. Other reasons determined by the 21CCCS Technology Department.

Failure to adequately protect or update passwords could result in unauthorized access to personal or 21CCCS files. Users shall be responsible for safeguarding their passwords for access to 21CCCS's technology resources and for all transactions made using their passwords. To protect the integrity of 21CCCS technology resources and systems, the following guidelines shall be enforced:

1. Students and other users shall not reveal their passwords to another unauthorized individual.
2. Passwords shall not be printed or stored online.
3. Students and other users are required to log off from the network when they finish working at a particular station.
4. Users are not to use a computer that has been logged in under another student's, teacher's or user's name.
5. Any user identified by the CEO or designee as having a history of discipline problems involving technology resources may be denied access to any or all of 21CCCS' technology resources.
6. Students and other users shall not alter a communication originally received from another person or computer with the intent to deceive.
7. Users shall not misrepresent the identity of a sender or source of communication.
8. Users shall not disable or circumvent any 21CCCS security, software or hardware.
9. Users shall not interfere with or disrupt 21CCCS' systems, network accounts, services, or equipment.
10. Files, system security software/hardware, or any 21CCCS system shall not be altered or attempt to be altered without the written authorization of the CEO or designee.
11. Unauthorized hardware and electronic devices shall not be connected to the 21CCCS system.
12. Users shall comply with requests from the CEO or designee to discontinue activities that threaten the operation or integrity of the 21CCCS system.

Use of passwords to gain access to technology resources or to encode particular files or messages does not imply that users have an expectation of privacy in the material they create or receive on technology resources. 21CCCS retains the right to access all material stored on the technology resources regardless of whether that material has been encoded with a particular user's password, subject to limitations as set forth in 21CCCS' Remote Access and Monitoring of School-Issued Technology Policy as well as applicable law.

Users shall not alter or copy a file belonging to another user without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file. Users shall not use the technology resources to snoop or pry into the affairs of other users by unnecessarily reviewing the files and emails of another.

A user's ability to connect to another computer's system through the network or by any other electronic means shall not imply a right to connect to those systems or make use of those systems unless specifically authorized by the administrators of those systems and the CEO. Users shall not use the technology resources to snoop or pry into the affairs of other users by unnecessarily or inappropriately reviewing the files and/or emails of another.

Safety

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher, staff member, or administrator.

Communications through 21CCCS technology resources are limited to only those which serve a demonstrable educational purpose. For safety reasons, 21CCCS users shall not reveal personal addresses, contact information or telephone numbers to other users on 21CCCS networks or on the Internet.

The CEO or designee shall be responsible for implementing protection measures to determine whether 21CCCS' computers, laptops, iPads, Kindles, tablets and other technology resources and technology-related devices (such as USB drives, digital cameras and video cameras, PDAs, MP3 players, printers, etc.) are being used for purposes prohibited by

law or for accessing sexually explicit materials. The procedures shall include but not be limited to: [\[1\]](#)[\[2\]](#)[\[3\]](#)

1. Utilizing technology protection measures that block or filter Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board of Trustees.
2. Maintaining a listing of all employees and users with access to the room which contains 21CCCS' server.
3. Generating and maintaining monitoring reports (including firewall logs) of user activity and remote access on 21CCCS' system by all users, including but not limited to students, employees, contractors, consultants, and/or vendors.
 - a. The report should include the date, time, and reason for access; whether it was remote access; the changes made; and who made the changes.
4. Maintaining documentation that students no longer enrolled at 21CCCS as well as terminated employees and contractors/vendors or those with expired contracts have been properly removed from 21CCCS' system in a timely manner.
5. Analyzing the impact of proposed program changes in relation to other critical business functions before adopting the proposed program changes.
6. Developing compensating controls to mitigate IT weakness and alert 21CCCS to unauthorized changes to student data, i.e., reconciliations to manual records, analysis of student trends, data entry procedures and review, etc.

Vendors

If 21CCCS shares internally sensitive, legally-and/or contractually-restricted 21CCCS data with parties outside the 21CCCS community, 21CCCS shall first enter into a Non-Disclosure Agreement with the party. The Non-Disclosure Agreement is needed to protect 21CCCS' proprietary or otherwise sensitive information. Non-Disclosure Agreements are typically needed when entering into a business relationship with vendors, consultants, and contractors. All Non-Disclosure Agreements must be reviewed by 21CCCS' legal counsel before signing.

All vendors, consultants, and/or contractors shall be granted access to 21CCCS' technology resources only to make changes or updates with prior written authorization from the CEO or designee. Once the vendor, consultant, and/or contractor have completed their work, access to 21CCCS' systems will be removed.

Vendors, consultants, and contractors are required to assign unique user IDs and passwords to each of their employees authorized to access 21CCCS' system. Vendors, consultants, and/or contractors may be terminated for violating this policy and/or violating any state or federal laws.

All vendors, consultants, and/or contractors and their employees who have direct contact with students must comply with the mandatory Pennsylvania background check requirements for federal and state criminal history and child abuse. An official child abuse clearance statement for each of the vendors', consultants' and/or contractors' employees shall be submitted to 21CCCS prior to beginning employment with 21CCCS. Failure to comply with the background checks as required by applicable law or legal regulations and/or the Pennsylvania Department of Education shall lead to immediate termination or non-hire. [\[11\]](#)[\[12\]](#)[\[13\]](#)

Closed Forum

21CCCS' technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law.

All expressive activities involving 21CCCS technology resources that students, parents/guardians, and members of the public might reasonably perceive to bear the approval of 21CCCS and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing, and deletion, to the fullest extent permitted by applicable law, on behalf of 21CCCS for legitimate educational reasons. All other expressive activities involving 21CCCS's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by applicable law and Board of Trustees Policies.

Records Retention

21CCCS personnel shall establish a retention schedule for the regular archiving or deletion of data stored on 21CCCS technology resources that complies with 21CCCS' Record Retention and Destruction Policy as well as all federal and Pennsylvania state laws and regulations. It is the user's responsibility to know which records are subject to these conditions and to comply with these laws and regulations or to contact the CEO for clarification.

In the case of pending or threatened litigation, 21CCCS' attorney will issue a litigation hold directive to the CEO or designee. A hold directive will direct all 21CCCS administration and staff or agents not to delete or destroy any electronic mail or other documentation on a computer as related to a specific student, employee, and issue for a specific time period. Failure to follow such a directive could result in negative legal consequences for the user and/or within the actual or threatened litigation. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal, or destruction of relevant documents until the hold has been lifted by 21CCCS' attorney.

Email and computer accounts of separated employees that have been placed on a litigation hold will be maintained by 21CCCS until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Drafting Emails

Emails may appear informal, as email messages are sometimes offhand like a conversation and are often not as carefully thought out as a letter or memorandum. Like any other document, an email message or other computer information can later be used to indicate what a user knew or felt. You should keep this in mind when creating email messages and other documents. Even after you delete an email message or close a computer session, it may still be recoverable and may remain on the system. Email communications are discoverable during litigation and, therefore, will have to be turned over to the opposing party unless it is determined to be privileged by 21CCCS' legal counsel.

Privileged Attorney-Client Communications

Confidential emails sent to or retained from counsel or an attorney representing 21CCCS shall include this warning header on each page: "ATTORNEY CLIENT PRIVILEGED" and/or "ATTORNEY CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

No Warranty/No Endorsement

21CCCS makes no warranties of any kind, whether expressed or implied, for the services, products, or access it provides.

The electronic information available to students and staff on the Internet or through web-based services does not imply endorsement of the content by 21CCCS, with the exception of resources approved and adopted by the Board of Trustees. Nor does 21CCCS guarantee the accuracy of information received using 21CCCS' technology resources.

21CCCS is not and shall not be responsible for the loss of data, delays, nondeliveries, misdeliveries, or service interruptions. 21CCCS is not and shall not be responsible for any information that may be damaged or unavailable when using 21CCCS technology resources or for any information that is retrieved via the Internet. 21CCCS is not and shall not be responsible for any damages incurred as the result of using 21CCCS technology resources, including but not limited to the loss of personal property used to access a technology resource. Further, 21CCCS is not and shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other commercial online services.

Unauthorized Disclosure of Information of Minors

It is a violation of state laws, including but not limited to Chapter 12 of Title 22 of the Pennsylvania Code, as well as The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and all other federal laws and regulations, to access data of a student the user does not have a legitimate educational interest in or to disclose information about a student without parental permission or absent an exception to the disclosure requirements. Access and distribution of student data is recorded.[\[14\]](#)[\[15\]](#)

Questions regarding the disclosure of student information must be directed to the CEO prior to disclosure and must conform to 21CCCS' Student Records Policy. Unauthorized disclosure, use, and/or dissemination of personal information regarding minors is prohibited.

Damages

Users shall be responsible for damage to technology resources, equipment, systems, and/or software. All damage incurred due to a user's intentional or negligent misuse of 21CCCS' technology resources, including loss of property and staff time, may be charged to the user. 21CCCS administrators have the authority to sign any criminal complaint regarding damage to 21CCCS technology.

Technology Optional Insurance

The technology devices provided by 21st Century Cyber Charter School are expensive devices that require students to follow usage guidelines and use caution when handling the devices. All students are assigned a MacBook Air and an iPad. A charger is also provided for each device. It is the student's responsibility to care for the devices and any accessories. **The technology optional insurance is highly recommended, but not required.** The annual fee covers the cost of repairing devices. Fees are capped at a maximum of two fees per household. The optional insurance cost for the current school year is as follows:

Per Student Cost	Per Student Cost Qualifies for Reduced Lunch Status	Per Student Cost Qualifies for Free Lunch Status	Per Student Cost Opt Out
\$25	\$10	\$0	\$0

If the MacBook Air or iPad is stolen or lost, including as a result of fire or other natural disaster, you must notify the school immediately and file a police report for stolen devices. It is highly recommended to add the devices to your homeowners or renters insurance policy. The student will be responsible for the cost of stolen or lost devices at the respective fee:

MacBook Air	\$699.00
MacBook Air Charger	\$72.00
iPad	\$294.00
iPad Charger	\$19.00
iPad Lightning Cable	\$19.00

Should there be any damage to the devices, it must be reported within 24 hours and the Technology Department will determine if the damage was deliberate or as a result of deterioration from use. Any damage caused deliberately will be classified as vandalism. Students will be billed for repairs caused by vandalism and disciplinary action may occur. The optional insurance covers the first incident of the school year, including damage due to negligence or vandalism. Subsequent incidents will incur a deductible based on the tier of damage.

Important Notes:

- The optional insurance MUST be paid prior to an incident occurring. It will not be applied retroactively.
- If the damage involves multiple tiers you will be charged the highest of the tiers.
- Examples of negligence or vandalism include, but are not limited to:
 - Lying or misrepresenting information on the damage reported
 - Not reporting damages on time
 - Damage caused by drops, falls, collisions or liquid spills

The following shows deductible costs based on tier and type of damage.

Device Type	Damage Tier	Type of Damage	Subsequent Incident Cost with Tech Fee	ANY Incident Cost WITHOUT Tech Fee
MacBook Air	Tier 1	Internal Components, Cables, Connectors, etc.	No Charge	Up to \$15.00
MacBook Air	Tier 2	Trackpad	\$15.00	\$45.00
MacBook Air	Tier 2	Wireless Card	\$20.00	\$60.00
MacBook Air	Tier 2	Bottom Case	\$23.00	\$70.00

MacBook Air	Tier 3	Battery	\$33.00	\$100.00
MacBook Air	Tier 3	Top Case w/Keyboard	\$60.00	\$180.00
MacBook Air	Tier 4	SSD	\$73.00	\$220.00
MacBook Air	Tier 4	LCD Display	\$103.00	\$310.00
MacBook Air	Tier 4	Logic Board	\$103.00	\$310.00
iPad	Tier 1	Home Button	No Charge	\$5.00
iPad	Tier 1	Front/Back Camera	No Charge	\$5.00
iPad	Tier 1	Speakers	No Charge	\$5.00
iPad	Tier 1	Headphone Jack	No Charge	\$5.00
iPad	Tier 2	Digitizer	\$12.00	Up to \$35.00
iPad	Tier 2	LCD Screen	\$46.00	Up to \$140.00
iPad	Tier 2	Battery	\$6.00	\$20.00

Insurance can be purchased online via: <http://https://school.21cccs.org/mod/resource/view.php?id=49829>

Click here to register or sign in to the payment portal. Check payment may be sent to the school's attention to the Business Office. No cash will be accepted.

Reporting a Missing or Stolen Technology Resource

If a student or parent/guardian believes that a school-issued technology resource is missing or stolen, the following must occur:

1. Notify the student's Family Support Coordinator immediately;
2. Immediately file a true and accurate report with the local police department and/or law enforcement agency;
3. Immediately submit a copy of the report via email, fax or US Mail to the IT Director at the 21st Century Cyber Charter School; and
4. Cooperate with 21CCCS and/or authorities in any and all legal efforts/actions taken to retrieve the stolen property.

Compliance with Applicable Laws and Licenses

In their use of technology resources, users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. Users shall not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the email system or by any other means unless it is confirmed in advance from appropriate sources that 21CCCS has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by 21CCCS as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the CEO or designee.[\[16\]](#)

Violations of Acceptable Technology Usage Policies and Procedures

Use of technology resources and equipment in a disruptive, manifestly inappropriate or illegal manner impairs 21CCCS' mission and squanders resources, and it shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to 21CCCS' technology resources. Any violation of 21CCCS policies or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of 21CCCS' technology resources and equipment.[\[9\]](#)

Employees may be disciplined or terminated, and students suspended or expelled, for violating this policy. Any attempted violation of 21CCCS' policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation.

Consequences for Inappropriate Use

Illegal use of 21CCCS technology resources includes, but is not limited to: intentional copying, deletion or damage to files or data belonging to others; copyright violations; or theft of services. Any illegal usage of 21CCCS technology resources will be immediately reported to the appropriate legal and/or law enforcement authorities for possible investigation and prosecution.[\[9\]](#)

General rules for behavior and communications apply when using the Internet or any 21CCCS technology resource. Suspension of access, loss of access, and other disciplinary actions may be consequences for inappropriate use. Vandalism may result in cancellation of access privileges, discipline, and possible criminal action.[\[9\]](#)

Cessation of Access

Upon the termination or ending of enrollment or employment or the termination of any contract with or from 21CCCS, no further access to or use of technology resources is permitted without the express authorization from the CEO.

Education of Technology Resource Users

21CCCS shall implement a program that educates students and staff about acceptable use and Internet safety associated with 21CCCS' technology resources. All students must complete a designated technology resources and Internet training prior to unsupervised use of 21CCCS technology resources, as required by the 2008 Broadband Data Improvement Act. This training includes, but is not limited to: appropriate online behavior, including interacting on social networking websites and in chat rooms; cyberbullying awareness and response; proper use of technology resources; restricted activities with technology resources; and access and monitoring of school-issued technology resources to students.[\[3\]](#)
[\[17\]](#)

No Additional Rights

This policy is not intended for and does not grant users any contractual rights. Users of 21CCCS' technology resources must review this policy closely and sign and return to 21CCCS the form acknowledging receipt and acceptance of the terms in this policy, which is attached hereto. Venue for any legal action arising out of an alleged and/or actual violation of the attached agreement(s) shall be in Chester County, Pennsylvania.

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

- Legal
- [1. 20 U.S.C. 6777](#)
 - [2. 47 CFR 54.520](#)
 - [3. 47 U.S.C. 254](#)
 - [4. 15 U.S.C. 6551](#)
 - [5. 18 U.S.C. 2256](#)
 - [6. 18 Pa. C.S.A. 6312](#)
 - [7. 18 Pa. C.S.A. 5903](#)
 - [8. 18 U.S.C. 2246](#)
 - [9. 24 P.S. 4604](#)
 - [10. 24 P.S. 4610](#)
 - [11. 23 Pa. C.S.A. 6344](#)
 - [12. 24 P.S. 111](#)
 - [13. 24 P.S. 111.1](#)
 - [14. 20 U.S.C. 1232g](#)
 - [15. 22 PA Code 12.31](#)

[16. 17 U.S.C. 101 et seq](#)

[17. 24 P.S. 1303.1-A](#)

[24 P.S. 1716-A](#)

[24 P.S. 1743-A](#)

[24 P.S. 4601 et seq](#)

6015-Attachments.pdf (84 KB)



Book	Policy Manual
Section	1000 Programs
Title	Curriculum Development Cycle
Code	1005-AR-1
Status	Active
Adopted	September 8, 2020

The objective of a Curriculum Development Cycle is to identify grade level and/or course objectives for the K-12 educational program. Establishing such objectives, when related to program goals, will facilitate the definition of an orderly progression toward the accomplishment of school academic standards for student achievement.

Development of grade level/course objectives by discipline is planned to be completed during a five (5) year period, consistent with the textbook review cycle. Basic to attaining this target is maintaining economic resources to support the broad-based participation of administrative and professional staff.

The Director of Curriculum, Instruction and Assessment and principals are responsible to implement a cyclical plan to assist in the development of K-12 planned courses of instruction that are coordinated and articulated across grade levels, staff and buildings.

The Director of Curriculum, Instruction and Assessment will coordinate a Curriculum Development Committee for each academic discipline. The committees will be comprised of principals and teacher representatives from each grade level. The appropriate building principals will select teachers to serve on a committee, based on their certification and assignment, educational background, and potential to make positive contributions.

Each Curriculum Development Committee will define grade and course level objectives to provide guidance for articulation between grades and schools.

For each academic discipline, the Committee will be responsible to:

1. Establish scope and sequence of learning – sequence of topics, units or themes to be covered at each grade, with the major emphasis on a learning continuum through all levels.
2. Define desired goals or specific academic standards or concepts – in behavioral terms, each statement will describe what the student will be able to do after they have had the learning experience.
3. Identify suggested activities – descriptions of learning activities that should assist students in achieving the specific academic standards.
4. Develop a list of suggested materials – identify textbooks, supplementary resources, audiovisual aids and any other material or technology that will assist in teaching the unit; identify a list of community resources, individuals, etc.
5. Suggest evaluation procedures – assessment tools for teachers to use to determine the extent to which students have mastered the academic standards.

The curriculum format should be effective, concise, specific and operational so that it can assist the classroom teacher. It should be designed so that teachers can add and delete material resources and activities as the need for changes in content, methods and materials is determined.

The school is responsible to develop and maintain curriculum, based on the students' need and mandatory programs. Input will be accepted from the various sources in the school, such as Board members, administrators, employees, students, parents/guardians, and community members.



Book	Policy Manual
Section	1000 Programs
Title	Curriculum
Code	1005
Status	Active
Adopted	September 11, 2018

Purpose

The Board of Trustees (Board) recognizes its responsibility for the development, assessment and improvement of the Charter School's educational program.[\[1\]](#)

Definition

For purposes of this policy, curriculum shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[\[2\]](#)[\[3\]](#)

Authority

The Board directs that the Charter School's curriculum shall be aligned with the established educational goals and objectives, Charter School application and written Charter, and shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[\[1\]](#)[\[2\]](#)[\[4\]](#)

Delegation of Responsibility

As the educational leader of the Charter School, the Chief Executive Officer shall be responsible to the Board for the Charter School's curriculum. They shall establish administrative procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators and teaching staff members.[\[1\]](#)

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

Legal	1. 22 PA Code 4.4
	2. 22 PA Code 4.12
	3. 22 PA Code 4.3
	4. 24 P.S. 1720-A
	24 P.S. 1513
	24 P.S. 1518
	22 PA Code 4.21

[22 PA Code 4.22](#)

[22 PA Code 4.23](#)

[22 PA Code 4.25](#)

[22 PA Code 4.26](#)

[22 PA Code 4.27](#)

[22 PA Code 4.29](#)

[22 PA Code 4.82](#)



Book	Policy Manual
Section	1000 Programs
Title	Adoption of Planned Instruction
Code	1007
Status	Active
Adopted	September 11, 2018

Purpose

The Board of Trustees (Board) shall provide a comprehensive program of planned instruction to enable Charter School students to achieve educational goals and objectives, and attain academic standards required for student achievement. Planned instruction shall consist of at least the following:[\[1\]](#)[\[2\]](#)

1. Objectives to be achieved by all students.
2. Content, including materials, activities and instructional time.
3. Relationship between objectives of a planned course and established academic standards.
4. Procedure for measuring the attainment of objectives and academic standards.

Authority

The Board shall adopt the program of planned instruction by a majority vote of the full Board. The Board reserves the right to determine which units of the instructional program constitute planned instruction and are subject to adoption by the Board.

Delegation of Responsibility

The Chief Executive Officer shall be responsible for continuous evaluation of the effectiveness of the Charter School's planned instruction and shall recommend to the Board new and altered planned instruction deemed to be in the best interests of students.

The Chief Executive Officer shall invite the participation of administrative and professional staff members at appropriate levels in the formulation of recommendations.

The Chief Executive Officer shall annually provide each Trustee with a current list of all planned instruction.

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

Legal	1. 22 PA Code 4.11
	2. 22 PA Code 4.12
	24 P.S. 1715-A
	24 P.S. 1716-A



Book	Policy Manual
Section	1000 Programs
Title	Proposal for Planned Instruction
Code	1007-AR-1
Status	Active
Adopted	September 8, 2020

When an addition or revision to the school's planned instruction is recommended by an individual employee or group of professional employees in a grade or department, a written proposal will be submitted on the school form to the CEO or Director of Curriculum, Instruction & Assessment.

The written proposal will contain the following information regarding the proposed planned instruction:

1. Description and content, including the instructional method when it differs significantly from traditional methods and is an integral part of the instruction.
2. Applicability to students and a description of the group of students affected.
3. Rationale in terms of school objectives and academic standards, and justification when it will replace or alter an existing course of planned instruction.
4. Resources that its implementation will require, to include textbooks, materials, technology, personnel, and equipment.
5. Assessment and evaluation methods to be used to monitor and measure its effectiveness and impact on student achievement.
6. Developmental history, with data on its use elsewhere when available.

The CEO or designee will coordinate selection of a Review Committee, which will include appropriate administrators and teacher representatives. The Review Committee will review the proposal and will recommend one (1) of the following:

1. Approval of the proposal.
2. Approval of the proposal, contingent upon recommended revisions being made.
3. Disapproval of the proposal, citing reasons.

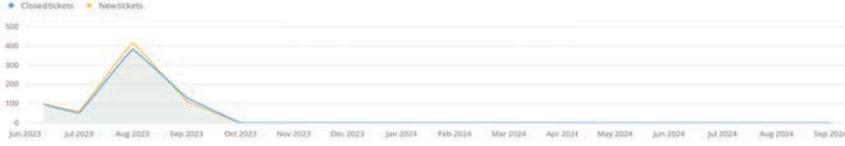
The Board will make the final determination of approval or disapproval of the proposal for adding planned instruction.

If approved by the Board, the designated employees will prepare a guide for planned instruction, using the school's format, in accordance with Board policy and administrative procedures.

Upon Board approval, new courses will be added to, and deleted courses will be removed from, the school's program of planned instruction and the information provided to staff, students and parents/guardians.

Explore ticket analytics filtered only by your permission level

Ticket Resolution Over Time (closed tickets vs. newly submitted)



1.6 hours
Response time (avg) for all ticket statuses

661
Tickets now closed out of 690 submitted

1.6 days
Resolution time (avg)

28
Tickets still open 20 waiting on requestor

Ticket Pipeline Analysis (choose rows to appear in each status, along with ticket routing for all workflows)



Top Models (sorted by total tickets)



Top 10 Parts Used



% Parts Used



Quantity Parts Used



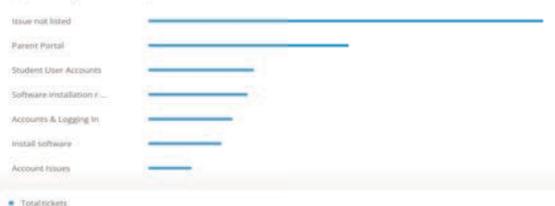
% Value Parts Used



Value Parts Used



Top Issue Categories (sorted by total tickets)



Overall Satisfaction (click bars below for specific results details)

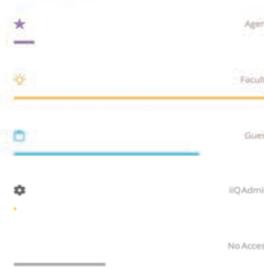


8 minutes
Avg. time logged per ticket

Tickets by Priority



Tickets Submitted For



SLA Response Time



SLA Resolution Time



Total Tickets Over Time



Response Time



Resolution Time





Book	Policy Manual
Section	2000 Students
Title	Bullying/Cyberbullying
Code	2049
Status	Active
Adopted	March 22, 2011
Last Revised	November 10, 2020
Prior Revised Dates	November 5, 2019

Purpose

The purpose of this policy is to maintain a safe, positive environment for students that is free from bullying.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting, that is severe, persistent or pervasive and has the following effect:[\[1\]](#)

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, via the Charter School's virtual platforms, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[\[1\]](#)

Authority

The Board of Trustees (Board) prohibits all forms of bullying by Charter School students.[\[1\]](#)

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal, administrator or designee.

Students are encouraged to use the Charter School's report form, available from the building principal or administrator, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action shall be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the Charter School's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Chief Executive Officer or designee shall develop administrative procedures to implement this policy.

The Chief Executive Officer or designee shall ensure that this policy and administrative procedures are reviewed annually with students.[\[1\]](#)

The Chief Executive Officer or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[\[1\]](#)

The Chief Executive Officer shall annually provide the following information with the Safe School Report:[\[1\]](#)

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[\[1\]](#)[\[2\]](#)

This policy shall be accessible in every Charter School classroom. The policy shall be posted in a prominent location within each Charter School building and on the Charter School website.[\[1\]](#)

Education

The Charter School may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide Charter School staff and students with appropriate training for effectively preventing, responding to, intervening in and reporting incidents of bullying.[\[1\]](#)[\[3\]](#)[\[4\]](#)

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[\[1\]](#)

1. Counseling within the Cyber Charter School.
2. Parental conference.
3. Loss of school privileges.
4. Exclusion from school-sponsored activities.
5. Detention.
6. Suspension.
7. Expulsion.
8. Referral to law enforcement officials.

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

Legal

[1. 24 P.S. 1303.1-A](#)

[2. 22 PA Code 12.3](#)

[3. 20 U.S.C. 7118](#)

[4. 24 P.S. 1302-A](#)

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



2049-Attach.pdf (238 KB)



Philadelphia District Attorney's Office

PROJECT GO

THREE SOUTH PENN SQUARE
PHILADELPHIA, PENNSYLVANIA 19107- 3499

PROJECT "GO" SCHOOL ATTENDANCE SUPPORT PROGRAM MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU"), dated _____, is by and between the **Philadelphia District Attorney's Office** ("DAO") and 21st Century Cyber Charter School [PA-124150002-7691] ("the School"; collectively, "the Parties").

- I. **Purpose.** The purpose of this partnership is to ensure that the parents/guardians of the children enrolled in the School are made aware of the importance of regular school attendance. This MOU sets forth the duties and responsibilities of the DAO and the School to implement the Project "GO" School Attendance Support program at the school.
- II. **Term.** The term of this MOU shall commence on August 1, 2023 and terminate no later than July 31, 2024 (the "Term").
- III. **Responsibilities of the Parties.**

A. 21st Century Cyber Charter School [PA-124150002-7691]

1. The Principal of the School agrees to assign at least one Attendance Designee to be responsible for all contact between the School Attendance Support Unit at the DAO and the School.
 - a. The Attendance Designee shall be:
 - an employee of the School.
 - familiar with attendance record keeping procedures.
 - familiar with the School's attendance policy.
 - familiar with the attendance enforcement procedures regarding truant and habitually truant students pursuant to 24 P.S. §§ 13-1333 – 1333.1.

- familiar with the requirements of compulsory school attendance law regarding excuses for not attending school pursuant to 24 P.S. §§ 13-1327.2 and 1329.
 - familiar with exceptions to compulsory school age pursuant to 24 P.S. § 13-1330.
 - familiar with the requirements of written legal notice to parents/guardians pursuant to 24 P.S. § 13-1354.
2. The Attendance Designee will provide the following information for habitually truant students monthly or, at the request of the DAO, within ten (10) business days of such request:
- All requested demographic information of habitually truant students via the appropriate electronic DA Referral Spreadsheet.
 - Requested student records via email, fax, or USPS, which shall include:
 - The attendance record for the current school year.
 - The attendance record from the previous school year if the student attended The School.
 - A copy of the School Attendance Improvement Plan written during the 2023-2024 school year.
 - A written record of all verbal or written contact between the School and the parent/guardian during the current school year regarding school attendance.
 - Prior to submitting demographic information or student records to the DAO, the School must contact the parent/guardian in writing pursuant to 24 P.S. § 13-1333(a).
3. The Attendance Designee or agent will be present at the Family Conference, a meeting coordinated by the DAO and intended to uncover the barriers to school attendance, to respond to specific questions regarding the School's policies and resources or a student's attendance. The Attendance Designee or agent must be familiar with the student's attendance records.
4. After the Family Conference, with respect to the students whose parents/guardians were invited to the Family Conference, the School will:
- investigate, document, and ensure the validity of all unexcused and excused absences,
 - ensure the accuracy of the attendance record, and

- continue to document in writing all contacts concerning attendance between the School and the parents/guardians of habitually truant students.
5. After the Family Conference, the Attendance Designee will notify the DAO of those students whose attendance has not improved in violation of the compulsory school attendance law, 24 P.S. § 13-1333. Notification will occur electronically:
 - at a time to be agreed upon at the Family Conference, and
 - after the School has monitored the student's attendance for at least ten (10) school days.
 6. The School will compile and produce the student's school records at the request of the DAO to ensure that a family is able to receive more intensive services and support.
 7. The Principal will identify a primary contact for Regional Truancy Court hearings. The Attendance Designee will submit the following to the DAO for forwarding to the Court:
 - The Principal's first name, last name, and email address.
 - The Principal's signature.
 - The first name, last name, and email address of the primary contact at the School for Regional Truancy Court hearings.
 - The School's phone number.
 - The School's physical address.

B. Philadelphia District Attorney's Office

The DAO agrees to provide truancy prevention/intervention services at for habitually truant students. The DAO will:

1. Maintain complete confidentiality as defined and required by state, federal, and local law and by the School for all information and records relating to School students. The DAO acknowledges that the School is bound by federal and state laws regarding the compilation, maintenance, and release of educational records. The DAO shall comply with all federal and state laws regarding the confidentiality of educational records of the School and the Student, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. Part 99, and Title 22 of the Pennsylvania Code, 22 Pa. Code §§ 12.31–32. For the purposes of this MOU, the DAO is

considered a contractor under FERPA and has a legitimate educational interest in student records.

1. Provide the School with the electronic referral forms needed to make referrals.
2. Upon receiving a student's demographic information from the Attendance Designee via the electronic referral form, send an Initial Warning Letter on DAO letterhead to the parents/guardians of those students who have been identified as habitually truant via First-Class Mail. The Initial Warning Letter will explain the importance of regular school attendance and the legal significance of truancy.
3. Schedule a Family Conference with parents/guardians of those students who continue to need school attendance support after the School has fulfilled its obligations under 24 P.S. § 13-1333 and the DAO has sent an Initial Warning Letter. Subsequently, the DAO will:
 - Contact the parents/guardians scheduled for a Family Conference via phone at least three (3) days prior to the scheduled conference.
 - Send advanced written notice of the Family Conference via First-Class mail to the relevant parents/guardians at least two (2) weeks prior to the scheduled conference.
 - Ensure a member of the DAO is present at all Family Conferences held at the School, other physical location, or remotely.
4. Refer students and families as needed to agencies that will provide services aimed at addressing barriers to consistent school attendance in accordance with agreements made at the Family Conference. The DAO will provide timely notice to the School via email once a referral has been made.
5. After the Family Conference and upon receiving notice from the Attendance Designee that a student's attendance has not improved in violation of the compulsory school attendance law (24 P.S. §13-1333), the DAO will do one or more of the following:
 - Schedule an additional meeting with the parent/guardian and/or student,
 - Make additional referrals to agencies that will provide services aimed at addressing barriers to consistent school attendance, and/or
 - Refer students and their parents/guardians to Regional Truancy Court in Philadelphia County.

1. Prior to referring a case to Regional Truancy Court, the DAO must ensure that the School is added to the citations list of the Juvenile Branch, Family Division of the Court of Common Pleas of Philadelphia - First Judicial District of Pennsylvania (the "Court") or, if the School was previously added, that the existing citation is accurate.
 - The DAO will forward the information requested in Section IV, Subsection A(7) of this MOU to the Court to add the School to the Court's citation list or verify the accuracy of the existing citation.
2. When referring cases to Regional Truancy Court, the DAO will:
 - Send the following required documents to Truancy Intervention and Support Services Unit of the City of Philadelphia Department of Human Services ("DHS") and the Court:
 - The attendance record for the current school year,
 - The attendance record from the previous school year, if available,
 - A copy of the School Attendance Improvement Plan written during the 2023-2024 school year, and
 - A record of all verbal or written contact between the School and the parent/guardian during the current school year regarding school attendance.
 - Submit requested student demographic information to the Court and DHS.
 - Notify the Attendance Designee electronically to confirm the referral has been made.
 - Notify the Attendance Designee electronically of scheduled hearing dates upon receipt of notice from the Court.
3. Train relevant School staff and parents/guardians regarding their duties as part of the Project "GO" School Attendance Support program, under compulsory school age law, and pursuant to this MOU and in accordance with the School's Health and Safety Plan.

[Continued on next page]

- I. **Notices.** Any written communication required by this MOU shall be sent electronically to the contacts listed below.

Communication to the DAO shall be emailed to projectgo@phila.gov or to the following individuals:

Michael Baldwin
Michael.Baldwin@phila.gov
Director, Project Go

Reginald Buckner
Reggie.Buckner@phila.gov
Program Facilitator, Project Go

Communication to the School shall be emailed to the designated Attendance Designee(s).

- II. **Cost.** There is no fee for these services and no monetary exchange between the parties for implementation of Project "GO" School Attendance Support program.
- III. **Termination.** Failure to abide by the responsibilities outlined in this MOU may result in cancellation of the Project "GO" School Attendance Support program at the school.
- IV. **General Terms.** It is expressly understood that each party will operate according to their own policies. Nothing contained in this MOU supersedes the statutes, rules, and regulations governing each party. To the extent that any provision of this MOU is inconsistent with any such statute, rule or regulation, the statute, rule or regulation shall prevail.

If a conflict arises regarding the terms of this MOU, the Parties agree to work in good faith to resolve such conflict.

[Signature Page Follows]

This MOU will be signed by the appropriate agency representatives. By signing, the parties agree to support and uphold the MOU.

Philadelphia District Attorney's Office:

Robert Listenbee
First Assistant District Attorney

Date: _____

Michael Baldwin
Director, Project Go

Date: _____

_____ :

School Leader's Signature

Date: September 12, 2023

Andrea Fox

School Leader's Name (printed)

Board of Trustees Vice Chairperson

School Leader's Title:



Book	Policy Manual
Section	2000 Students
Title	School Attendance Improvement Plan Form
Code	2004-AR-8
Status	Active
Adopted	September 8, 2020
Last Revised	September 12, 2023
Prior Revised Dates	November 10, 2020, September 14, 2021

School Attendance Improvement Plan (SAIP)

Basic Student Information

Name of Student and Student ID:

Home Address:

Special Needs/IEP (Yes or No):

Grade Level:

Parent Information

Parent/ Guardian Relationship to Student:

Name of Parent/Guardian:

Home Address:

Home Phone:

Cell Phone:

Email Address:

Parent/ Guardian Relationship to Student:**Name of Parent/Guardian:****Home Address:****Home Phone:****Cell Phone:****Email Address:****Goals****Goal:****Projected Date of Attendance Improvement:****Date of SAIP Meeting:****List of those who attended the SAIP and Role/Relationship to student****Strengths of Student/Family**

Description	Relevance to the Plan

General Information Regarding Family Habits/Routines

Does the student have siblings, step, or half-sibling, or are other children or young adults living in the household (Yes or No)?

If Yes, who:

With whom does the student live during the week?

What time does the student wake up on a school day?

Additional Information/Comments:

Assessment/Areas of Need

Primary	Secondary

Additional Information/Comments:

Solutions

Description	Responsible Party(ies)	Projected Completion Date

Specific Potential Benefits to Student for Improved Attendance with Plan

Short Term Benefit	Long Term Benefit

Specific Potential Consequences for Non-improvement/Decline of Attendance

Short Term Consequence	Long Term Consequence

This SAIP was created collaboratively to

- Assist the student in improving attendance;
- Enlist my/your support as the parent(s)/guardian(s); and
- Document the school’s attempts to provide resources to promote the educational success of the student.

- **We agree with this plan, including all requirements and consequences set forth herein, and we agree to comply with the terms set forth in the Plan.**
- **We disagree and refuse the terms set forth in the plan.**

Please sign below:

Student: Date:

Parent or Guardian: Date:

Parent or Guardian: Date:

Should we the Parent/Guardian have difficulty in implementing the plan or are not clear on the roles of each party, we can contact the school personnel provided within the truancy notice letter with questions or concerns prior to the scheduled progress meeting.

The student, parents, and school should be provided a copy of this form regardless of attendance.



Book	Policy Manual
Section	2000 Students
Title	Attendance
Code	2004
Status	Active
Adopted	January 14, 2014
Last Revised	September 12, 2023
Prior Revised Dates	September 11, 2018, January 15, 2019, November 10, 2020, August 9, 2022, March 14, 2023

Purpose

The Board of Trustees ("Board") recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[\[1\]](#)[\[2\]](#)

Authority

The Board requires attendance of all students enrolled in the Charter School during the days and hours that school is in session, except that authorized Charter School staff may excuse a student for temporary absences in accordance with applicable laws and regulations, Board policy and administrative procedures.[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Definitions

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[\[9\]](#)[\[17\]](#)

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[9\]](#)

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[9\]](#)

Person in parental relation shall mean a:[\[9\]](#)

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent student as defined by law.[\[18\]](#)

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[\[9\]](#)

Delegation of Responsibility

The Chief Executive Officer or designee shall ensure students enrolled in the Charter School comply with state attendance laws and regulations, and shall be responsible for the implementation and enforcement of this policy.

Charter School staff shall communicate attendance information to the school district of residence, in accordance with the law.[\[10\]](#)

The Chief Executive Officer or designee shall annually notify staff, students and parent/guardians about the Charter School's attendance policy and school rules and procedures governing student attendance, absences and excusals by publishing such information in the student handbook.[\[1\]](#)

The Chief Executive Officer or designee shall develop administrative procedures for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with the law.[\[10\]](#)
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans and referrals to a school-based or community-based school attendance improvement program, the local children and youth agency or the appropriate judge.

Guidelines

Compulsory School Attendance Requirements

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program.[\[3\]](#)[\[6\]](#)[\[13\]](#)[\[14\]](#)

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school for all or part of the school day:

1. Illness, including if a student is dismissed by designated Charter School staff during school hours for health-related reasons.[\[4\]](#)[\[7\]](#)
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[\[7\]](#)
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[\[1\]](#)[\[7\]](#)
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit for an event or funeral, provided the organization or unit provides the student with a signed excuse, including the date, location and time of the event or funeral. The student must provide the signed excuse to the Charter School prior to excusal.[\[7\]](#)
10. Observance of a religious holiday observed by a bona fide religious group, upon prior written parental request.[\[15\]](#)

11. Non-school sponsored educational tours or trips, if the following conditions are met: [\[7\]](#)[\[16\]](#)
 1. The parent/guardian submits a written request for excusal prior to the absence.
 2. The student's participation has been approved by the Chief Executive Officer or designee.
 3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Chief Executive Officer or designee.
12. Students participating in a religious instruction program, if the following conditions are met: [\[15\]](#)
 1. The parent/guardian submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 2. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 3. Following each absence, the parent/guardian shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
13. College or postsecondary institution visit, with prior approval.
14. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care and other forms of educational instability. Urgent reasons shall be strictly construed and do not permit irregular attendance.

The Board may limit the number and duration of non-school sponsored educational tours or trips, college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Parental Notice of Absence –

Absences shall be treated as unexcused/unlawful until the Charter School receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused/unlawful absence. [\[9\]](#)

Parental Notification –

Charter School staff shall provide notice to the person in parental relation upon each incident of unexcused/unlawful absence.

Enforcement of Compulsory School Attendance Requirements

Proper student accounting is an important aspect of education that is mandated by law and regulations, and shall be strictly adhered to by Charter School staff. [\[1\]](#)[\[10\]](#)

Designated Charter School employees shall be responsible for preparing and submitting complete and accurate student accounting information for those students enrolled in the Charter School. [\[10\]](#)

Student is Truant –

When a student has been absent for three (3) days during the current school year without a lawful excuse, Charter School staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence. [\[11\]](#)

The notice shall: [\[11\]](#)

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the Charter School and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[\[11\]](#)

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, Charter School staff shall offer a School Attendance Improvement Conference.[\[11\]](#)

School Attendance Improvement Conference –

Charter School staff shall notify the person in parental relation in writing and by telephone of the date and time of the School Attendance Improvement Conference.[\[11\]](#)

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[\[9\]](#)

The following individuals shall be invited to the School Attendance Improvement Conference:[\[9\]](#)

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate Charter School personnel.
5. Recommended service providers.

The student and the person in parental relation shall not be required to participate, and the School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[\[11\]](#)

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student, and the appropriate Charter School staff.[\[11\]](#)

The Charter School may not take further action to address unexcused/unlawful absences until after the scheduled School Attendance Improvement Conference has been held and the student has incurred six (6) or more days of unexcused/unlawful absences.[\[19\]](#)

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, Charter School staff:[\[12\]](#)

1. Shall refer the student to:
 1. A school-based or community-based attendance improvement program; or
 2. The local children and youth agency.
2. May file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student.

When a student fifteen (15) years of age or older is habitually truant, Charter School staff shall:[\[12\]](#)

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.

Charter School staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[\[12\]](#)

Regardless of age, when Charter School staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate judge, Charter School staff shall provide verification that the Charter School held a School Attendance Improvement Conference.[\[12\]](#)

Filing a Citation –

A citation against the student or person in parental relation shall be filed in the office of the appropriate judge whose jurisdiction includes the Charter School student's residence.[\[19\]](#)[\[21\]](#)

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[\[19\]](#)[\[20\]](#)

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall act in accordance with established Board policy and administrative procedures to address the student's needs in accordance with applicable law, regulations and Board policy.

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

Discipline

The Charter School shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[\[11\]](#)

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

Legal

[1. 24 P.S. 1732-A](#)

[2. 22 PA Code 11.41](#)

[3. 24 P.S. 1327](#)

[4. 24 P.S. 1329](#)

[5. 24 P.S. 1330](#)

[6. 22 PA Code 11.23](#)

[7. 22 PA Code 11.25](#)

[8. 22 PA Code 12.1](#)

[9. 24 P.S. 1326](#)

[10. 22 PA Code 11.13](#)

[11. 42 Pa. C.S.A. 6302](#)

[12. 24 P.S. 1332](#)

[13. 22 PA Code 11.28](#)

[14. 22 PA Code 11.8](#)

[17. 22 PA Code 11.21](#)

[18. 22 PA Code 11.26](#)

[19. 24 P.S. 1333](#)

[20. 24 P.S. 1333.1](#)

[21. 24 P.S. 1333.2](#)



Book	Policy Manual
Section	1000 Programs
Title	Truancy
Code	1015
Status	Active
Adopted	May 9, 2017
Last Revised	August 9, 2022
Prior Revised Dates	January 15, 2019, September 8, 2020

Purpose

The 21st Century Cyber Charter School (the "Charter School") believes that regular attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents/Guardians are required to ensure their student maintains regular attendance.

Guidelines

Truancy - Overview

A child is truant if they have three (3) or more school days of unexcused absences during the current school year. An unexcused absence is any absence from school without an acceptable excuse (as articulated in the Charter School's Student/Parent Handbook), or without any reason at all. An out-of-school suspension shall be considered an excused absence.[\[1\]](#)

A child is habitually truant if they have six (6) or more school days of unexcused absences during the current school year.[\[1\]](#)

A child is not considered truant if they are absent from school due to not meeting the immunization, exemption or provisional admission requirements of the Department of Health, at 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), or the student has not received from the Chief Executive Officer (CEO) or their designee a medical or religious exemption from immunization under 28 Pa. Code *23.84 (relating to exemption from immunization).[\[2\]](#)[\[3\]](#)

When a child demonstrates truant behavior, the Charter School will send the parent/guardian a notice of the unexcused absence and will schedule a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Student Attendance Improvement Plan to resolve truant behavior. The plan can include a myriad of options for the elimination of truancy that are mutually agreed upon by the participants.[\[1\]](#)[\[4\]](#)

Procedure when child is habitually truant:

1. Habitually truant children under fifteen (15) years of age: The Charter School will refer the child to either: 1) a school-based or community-based attendance improvement program; or 2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the Charter School may file a citation against the parent/guardian of a habitually truant child under fifteen (15) years of age in a magisterial court. The venue for filing the citation shall be in the magisterial district court based on the location of the child's residence.[\[5\]](#)[\[6\]](#)[\[7\]](#)

2. Habitually truant children fifteen (15) years of age and older: The Charter School will either: 1) refer the child to a school-based or community-based attendance improvement program; or 2) file a citation against the student or parent/guardian in the appropriate magisterial district court. The venue for filing the citation shall be in the magisterial district court based on the location of the child's residence. If a habitually truant child aged fifteen (15) or older incurs additional absences after a school refers that child to a school-based or community-based attendance improvement program or the child refuses to participate in an attendance improvement program, the Charter School may refer the child to the local CYS agency for possible disposition as a dependent child. [\[5\]](#)[\[6\]](#)[\[7\]](#)

In all cases, regardless of age, where the Charter School refers a habitually truant child to a magisterial district court or CYS, the Charter School will provide verification that it convened and held a Student Attendance Improvement Conference. [\[5\]](#)

Except as otherwise required by applicable law, students who are illegally absent from school for ten (10) or more consecutive days without appropriate documentation will be removed from the Charter School's rolls. [\[8\]](#)

The Charter School will report unexcused absences directly to PDE through the Pennsylvania Information Management System (PIMS).

Children who are habitually truant from school while subject to compulsory school attendance are subject to an assessment to determine if there is a need for general protective services. Children will not be referred to the county children and youth agency for assessment as possibly needing services until after the Charter School has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

Delegation of Responsibility

The CEO or designee is directed to develop procedures that may be necessary to implement this policy.

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

Legal

- [1. 24 P.S. 1326](#)
- [2. 22 PA Code 11.20](#)
- [3. 28 PA Code 23.84](#)
- [4. 24 P.S. 1333](#)
- [5. 24 P.S. 1333.1](#)
- [6. 24 P.S. 1333.2](#)
- [7. 24 P.S. 1327.2](#)
- [8. 22 PA Code 11.24](#)
- [24 P.S. 1327](#)
- [24 P.S. 1329](#)
- [24 P.S. 1330](#)
- [24 P.S. 1332](#)
- [24 P.S. 1333.3](#)
- [24 P.S. 1732-A](#)
- [22 PA Code 11.13](#)
- [22 PA Code 11.21](#)
- [22 PA Code 11.23](#)
- [22 PA Code 11.25](#)
- [22 PA Code 11.26](#)
- [22 PA Code 11.28](#)
- [22 PA Code 11.41](#)

[22 PA Code 12.1](#)

[42 Pa. C.S.A. 6302](#)



Book	Policy Manual
Section	2000 Students
Title	Withdraw from School
Code	2025
Status	Active
Adopted	May 12, 2015
Last Revised	September 10, 2019

Purpose

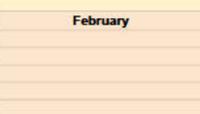
It is in the best interests of both students and the community that students complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the Charter School.

Authority

The Charter School directs that whenever a student wishes to withdraw, effort will be made to determine the underlying reason for such action and the resources of the school should be used to assist the student in reaching their career goals. No student of compulsory school age will be permitted to withdraw without the written consent of a parent and other justification, and only upon demonstration to the satisfaction of the administration that the student meets a statutory exception to compulsory attendance criteria. All efforts possible will be extended in an attempt to retain students in school and assist them in earning a diploma.

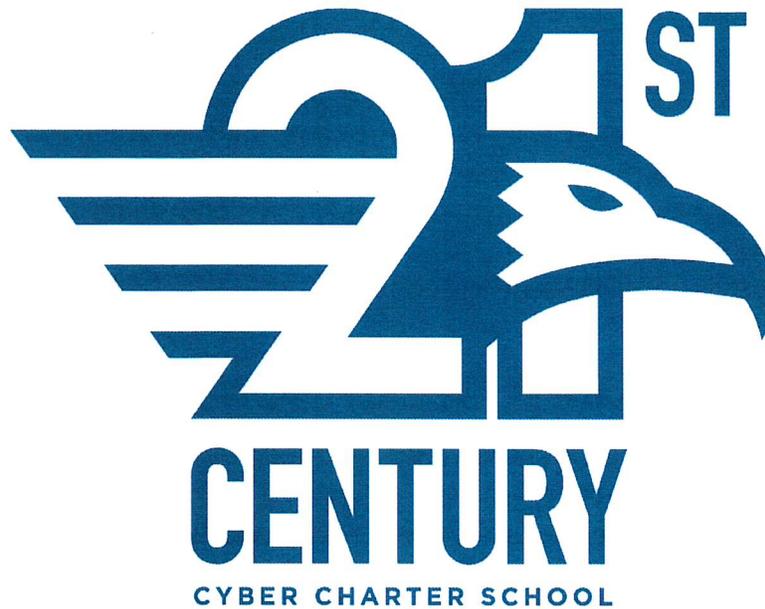
TO THE EXTENT THAT ANYTHING IN THIS POLICY CONFLICTS WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Calendar Key:		Red - Holidays/Office Closed	Yellow - PD/Orientation	Orange - Transition Days	Green - Marking Period Start										
		Purple - Marking Period Ends	Tan - Important Student Days	Teal - Half day students/PD Staff	Olive - Testing Window										
Monthly Calendar 2023-24	MS/ HS/ All School	Date	Time	RSVP Close Date	Group	Organizer	Title	Location	Zone	Description	Does this count as an outreach?	On All Staff Calendar?	Attendance (# students and total # of attendees)	Created Calendar Invite for: Erika, Monia, Nora, Nancy D, Melody, & Kelly	
February															
															
	All School	2/12/24	10 am - 1pm		Field Trip	Emily Gibson	Mutter Museum	19 S. 22nd Street Philadelphia, PA 19103		Beautifully displayed collections of anatomical specimens, models and medical instruments		Yes		<input checked="" type="checkbox"/>	
March															
															
	All School	3/8/24	9:30 - 1 pm		Field Trip	Emily Gibson	People's Light Theater - <i>The Ripple, The Wave that Carried Me Home</i>	39 Conestoga Rd Malver, PA 19355		A matinee play of a poetic story of family and community		Yes		<input checked="" type="checkbox"/>	
April															
															
	All School	4/16/24	10 am - 2 pm		Field Trip	Emily Gibson	Longwood Gardens	1001 Longwood Rd Kennett Square, PA 19348		Thirty-five acres of lush garden with jousting knights and royal delight theme				<input type="checkbox"/>	
May															
															
	All School	either 5/24 or 10 am - 1 ppm			Field Trip	Emily Gibson	EOY Celebration	West Chester/ Murrysville		End of Year Celebration with bounce house, games, concessions and more				<input type="checkbox"/>	
	Seniors	5/3	TBD est. 6 pm - 10 pm		Senior Class Sponsor	Lauren Douglas & Laura Elder	Prom	Coatesville Country Club 143 Reservoir Road Coatesville, PA 19320		Prom		Yes		<input checked="" type="checkbox"/>	
	Seniors	5/3/2024	TBD est. 6 pm - 10 pm		Senior Class Sponsor	Lauren Douglas & Laura Elder	Prom	Westmoreland County Community College 145 Pavilion Lane Youngwood, PA 15887		Prom		Yes		<input checked="" type="checkbox"/>	

Calendar Key:		Red - Holidays/Office Closed	Yellow - PD/Orientation	Orange - Transition Days	Green - Making Period Start										
		Purple - Making Period Ends	Tan - Important Student Days	Teal - Half day students/PD Staff	Olive - Testing Window										
Monthly Calendar 2022-23	MS/ HS/ All School	Date	Time	RSVP Close Date	Group	Organizer	Title	Location	Zone	Description	Does this count as an outreach?	On All Staff Calendar?	Attendance (# students and total # of attendees)	Created Calendar Invite for: Entia, Monisa, Nora, Haneey G, Brian & Kelly	
September 2022		All School	9/30/22 Families 10 AM- 1 PM	9/23	Field Trip	Emily Gibson	ing							<input type="checkbox"/>	
		All School	9/29/22 9:30am - 1pm	9/27/22 at Noon	Adventure	Steve/Mark	Back to School Picnic	West Goshen & Monroeville				Yes	94 students; 221 total a	<input checked="" type="checkbox"/>	
		All School	9/21/22 11:30 AM	none	Community Outreach	English Dept	Shingletown Hike	State College		2/3 Hike at Hawk Mountain	Yes	Yes	13 students; 20 total	<input checked="" type="checkbox"/>	
		All School					Banned Books Week	Auditorium VO	all	Assembly presentation about Banne	yes		54 students; 66 total	<input type="checkbox"/>	
October 2022		All School	10/20/22 9:30am - 2:30pm	10/19/22 at Noon	Adventure	Steve/Mark	Cherry Crest Farm	Lancaster		1/2 5-acre corn maze and carnival game	Yes	Yes	50 students; 50 other	<input checked="" type="checkbox"/>	
		All School	10/21/22 10am-1pm	10/13/22	Field Trip/Community	Emily Gibson	Carnegie Museum of Natural History	Pittsburgh		3 Museum tour	Yes	Yes	15 students; 18 adults i	<input checked="" type="checkbox"/>	
		MS	10/28/22 12:00-12:30	N/A	SASE	Kate Griffin	Fall Poetry Cafe	Virtual				Yes		<input checked="" type="checkbox"/>	
		HS	10/21/22 12:00-12:30	N/A	SASE	Kate Griffin	Fall Poetry Cafe	Virtual				Yes		<input checked="" type="checkbox"/>	
		All School	10/28/22 10:30am - 1pm	10/26/2022	Special Education Dept		Halloween Spooky Session	West Chester		In person work session; pumpkin decorating, snack		Yes		<input checked="" type="checkbox"/>	
November 2022		All school	11/17/22 9:30am - 2pm	11/16/22 at Noon	Adventure	Steve/Mark	Hawk Mountain	1700 Hawk Mountain Rd, Ker		1/6 Learn about birds of prey and hike	Yes	Yes		<input checked="" type="checkbox"/>	
		All school	11/30/22 10am-1pm	10/25/22	Field Trip	Emily Gibson	Alice in Wonderland	People's Light & Theater, Mal		1 Watch musical pantio performance of Alice in Wond		Yes		<input checked="" type="checkbox"/>	
		All school	11/11 12:00-12:30	N/A	SASE	Kate Griffin	Veteran's Day Celebration	Auditorium VO	N/A			Yes		<input checked="" type="checkbox"/>	
		All school	11/15 12:00-12:39	N/A	SASE	Kate Griffin	Meet the Author	Auditorium VO	N/A	Student author will share presentation of book		Yes		<input checked="" type="checkbox"/>	
December 2022		All school	12/2 9:00 am - 11:30 am	11/24	Field Trip	Emily Gibson	The Nutcracker - Scottish Rite Theater	Harrisburg, PA		2 Ballet performance of The Nutcrack	yes	Yes		<input checked="" type="checkbox"/>	
		All School	12/09/22 11:30 am - 12:30pm	n/a	Outreach	Emily Gibson	Jolabokkaflof Reading Outreach	Auditorium VO		Celebrate the tradition of reading	yes	yes		<input checked="" type="checkbox"/>	
		All School	12/22 11 am - 2 pm	12/14	Outreach	Emily Gibson	Dave & Buster's Outreach	3 locations: Pittsburgh, Allentown, Harrisbur		Outreach at Dave & Buster's	yes	yes		<input checked="" type="checkbox"/>	
January 2023		All School	1/26 2:30-4:30pm	1/19	Field Trip	Emily Gibson	Art & Talent Show	Virtual		1/3 School-wide art & talent show	yes	Yes		<input checked="" type="checkbox"/>	
		All School	1/18 11:30 am - 12:30 pm	n/a	Adventure Club	Mark Dickinson & Steve G	Hawk Mountain Virtual Program	Virtual		Virtual meeting to learn about birds of prey with live		Yes		<input checked="" type="checkbox"/>	
		All School	1/26 10 am - 2 pm (checkin 9:30 am)	1/19	Adventure Club	Mark Dickinson & Steve G	SportsWorks at Carnegie Science Center	Pittsburgh, PA		3 Explore Carnegie Science Center		Yes		<input checked="" type="checkbox"/>	
February 2023		All School	2/10/23 11:30 AM			Kate Griffin	Friendship Poetry Cafe	Auditorium VO		Read a poem about love, friendship	Yes	Yes		<input checked="" type="checkbox"/>	
		All School	2/23/23 10 am - 1 pm (arrive/checkin 9:45)	2/21/23	Adventure Club	Mark Dickinson & Steve G	UrbanAir Adventure Park	Urban Air East Norriton - 2701		1 Trampolines, dodgeball, zipline, bumper cars and s		Yes		<input checked="" type="checkbox"/>	

Calendar Key:		Red - Holidays/Office Closed	Yellow - PD/Orientation	Orange - Transition Days	Green - Marking Period Start														
		Purple - Marking Period Ends	Tan - Important Student Days	Teal - Half day students/PD Staff	Olive - Testing Window														
Monthly Calendar 2022-23	MS/ HS/ All School	Date	Time	RSVP Close Date	Group	Organizer	Title	Location	Zone	Description	Does this count as an outreach?	On All Staff Calendar?	Attendance (# students and total # of attendees)	Created Calendar invite for: Erica, Monisa, Nora, Nancy G., Brian & Kelly					
February 2023 Su M Tu W Th F Sa 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28		All School	02/24/23	11:30				21CCCS Community Service Team Chall	Auditorium VO		Work with your team to give back to your communi	yes	Yes		<input checked="" type="checkbox"/>				
March														<input type="checkbox"/>					
March 2023 Su M Tu W Th F Sa 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		All School	3/29/23	11:30-2:30	3/21/23	Field Trip	Emily Gibson	Turkey Hill Experience	Columbia, PA	1/2	Tour the Turkey Hill factory and make your own ice cream flavor	yes	Yes	<input checked="" type="checkbox"/>					
	HS- Jr/Sr	3/18/23	10 am - 4 pm	3/15/23		Brittany Trotter & Lauren D	Junior/Senior Social	West Chester & Murrysville offices		Play video games, watch movies, popcorn/nachos, decorate grad caps for seniors		Yes	<input checked="" type="checkbox"/>						
	All School	3/15/23	1 pm - 2pm	3/10/23			March Madness	Zoom link - will be given once google form is completed to register				Yes	<input checked="" type="checkbox"/>						
April														<input type="checkbox"/>					
April 2023 Su M Tu W Th F Sa 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		All school	4/11/23	10am - 12pm	4/3/23	Field Trip	Emily Gibson	Mural Arts Philadelphia	Philadelphia		1 Walking tour of Philadelphia murals	yes	Yes	<input checked="" type="checkbox"/>					
	All school	4/21/23	11:30 AM				21CCCS Community Service Team Chall	Auditorium VO		Work with your team to give back to the community		Yes	<input checked="" type="checkbox"/>						
May														<input type="checkbox"/>					
May 2023 Su M Tu W Th F Sa 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		All School	5/9	11:30	N/A	Community Outreach	Social Studies	Social Studies Trivia Gameshow	Auditorium VO	All	Virtual outreach	yes	Yes	<input checked="" type="checkbox"/>					
	All School	5/24	TBD	TBD	Field Trip	Emily Gibson	Kalahari Resorts Gonila Grove	Pocono Summit, PA		4 High Ropes Course, Zip Line & Mini	yes	Yes	<input checked="" type="checkbox"/>						
	All School	5/12	11:30-12:30	NA	Radio Theatre	Claire Wilson	Radio Theatre Show Presentation	Auditorium VO	All	Virtual presentation of radio theatre	no	Yes	<input checked="" type="checkbox"/>						
	All School	05/04	0:45 am - 1:30 pm	TBD	Adventure Club	Steve Galette and Mark Di	Lake Tobias Wildlife Park	Halifax, PA		2 Open air safari tour and petting zoo		Yes	<input checked="" type="checkbox"/>						
June														<input type="checkbox"/>					

Emergency Operations Guide 2023-24



The situations described in this handbook and corresponding response protocols are guidelines developed by 21CCCS to ensure all staff know what to do in the case of an emergency. If you are in a situation that appears life threatening, you need to call 911. Should local authorities in West Chester or Murrysville respond to an emergency, we will relinquish control of the situation to them. Our number one priority is safety of all staff and anyone else on site.

Reporting an Emergency

GENERAL INFORMATION

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.
- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or may receive instructions from the 911 Dispatcher. Do not hang up until the 911 Dispatcher says to do so.
- No matter what the situation, try to remain calm and speak slowly and clearly to assist the 911 Dispatcher.
- Report this to your immediate supervisor.

CALLING 911 FROM A CELL PHONE

911 calls from cellular phones are answered by the 911 Center associated with a communication tower which receives your cell phone signal. The 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. If you are calling from a location which is near a county border, inform the 911 call taker the name of the county that the emergency is taking place. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

WEBEX & 911

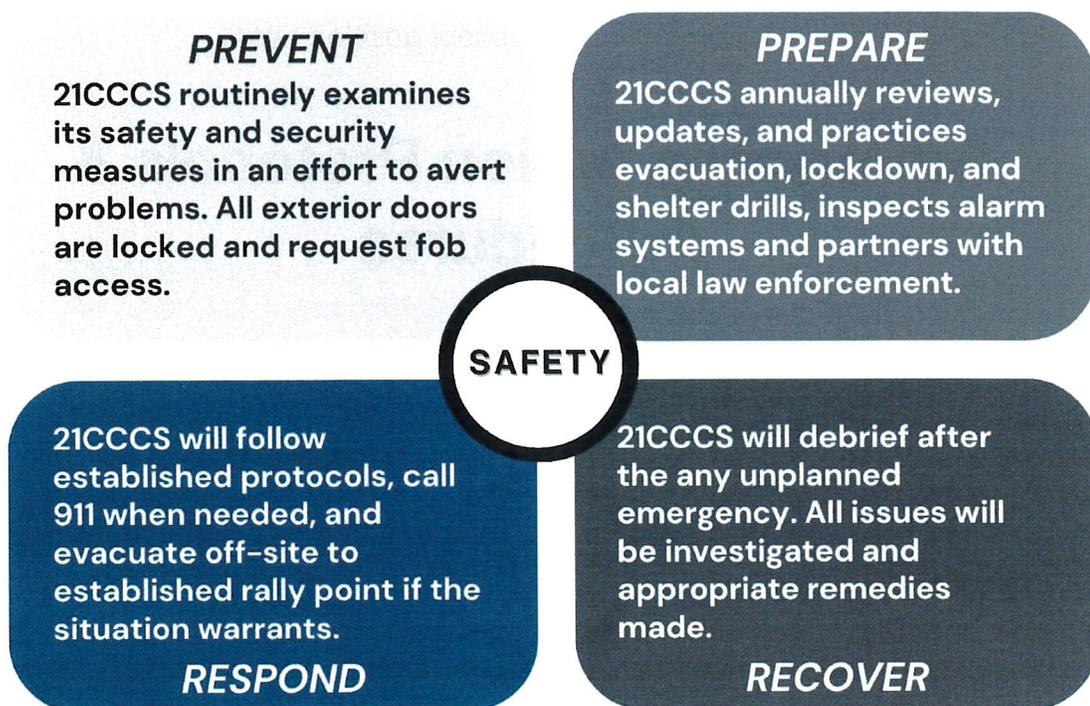
With the migration over to Cisco phones you may have noticed that when you are working from a location other than a 21CCCS office the Webex softphone will prompt you to enter the address of the location you are working from. [Kari's Law and Ray Baum's Act](#) require us to not only make sure every phone, including soft phones, are able to reach 911, but also provide the call center with location information. While at

21CCCS offices the location information is set for you. When you work from home or other locations, Webex recognizes that you are not on a 21CCCS network and therefore will prompt you for the address of the location you are working from. In the event that you have to dial 911 from your phone, the dispatcher will receive your location information instantly. No one at 21CCCS nor Cisco has access to this information. It is strictly used to set your location in the event you need to make a 911 call.

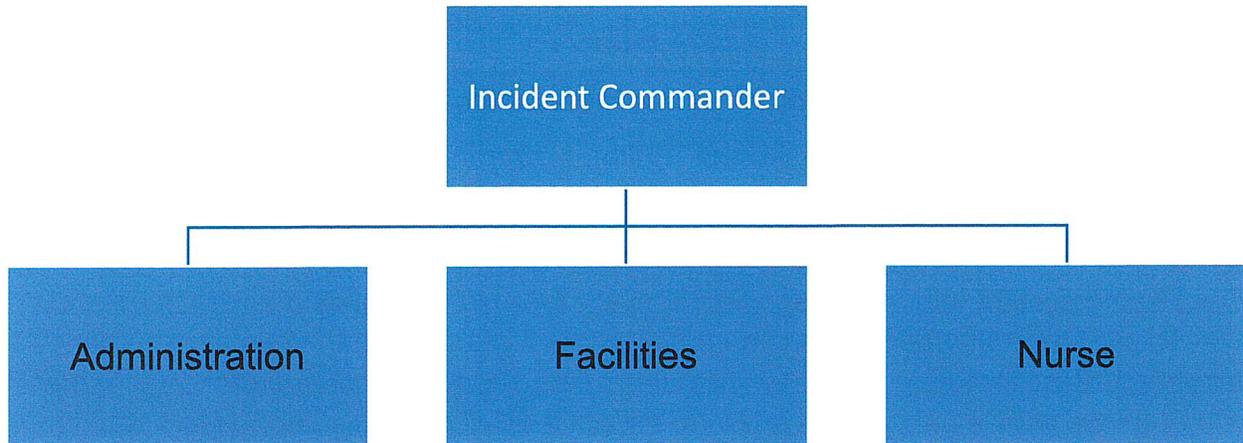
21CCCS INTERCOM (ALL-CALL) SYSTEM

Our paging system includes a speaker in every room in the building and is the fastest way to alert all staff when there is an emergency. If you believe there is an emergency, let your supervisor know and they will decide if an announcement needs to be made. Although we will be using this system to initiate a lot of our drills and to alert staff in case of an emergency, if you believe there is a serious emergency, act immediately and DO NOT wait till after an announcement is made to initiate emergency procedures.

Guiding Principles of Emergency Response Situations



School Command Structure



It is important to remember that when an Incident Command Structure (ICS) for schools is established for an incident or event in a school:

- There is no correlation with the school administrative structure.
- The ICS structure is different from the daily administrative structure to avoid confusion over whom you should take direction from.
- The supervisors of the Incident Command should use the correct ICS titles; these will be different from their daily school position titles.

Emergency Action Protocols & Procedures

FIRE DRILL AND FIRE

As a school we will practice periodic fire drills. It is important that all processes and procedures are followed when conducting the fire drill. Practicing our routine fire drills will help with everyone's safety in the event of a real fire evacuation.

STAFF ACTIONS:

- Please familiarize yourself with the Evacuation Maps posted around the building to make sure you exit the building safely through the Exit indicated in the map for your corresponding zone.
- Do not panic when you hear the fire alarm. Also, it's important to stay quiet so you can hear any instructions.

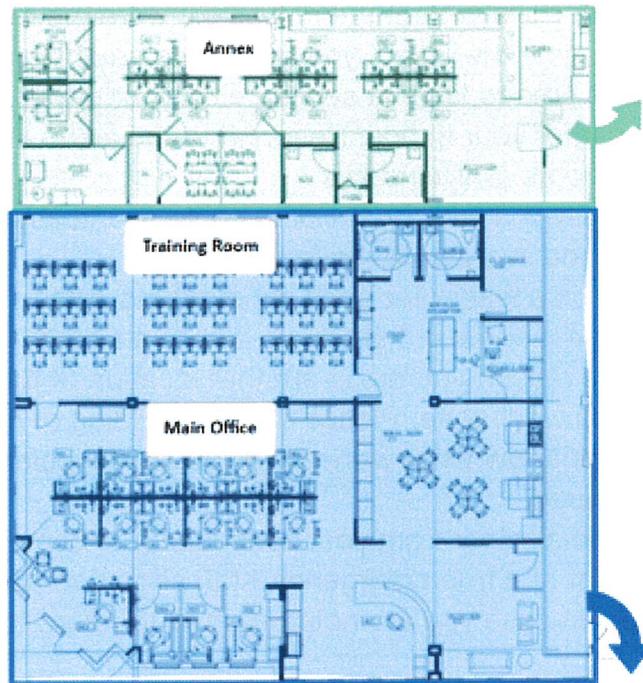
- Even if a drill is scheduled, something could have happened to cause a real emergency. Always treat the drill as if it were the real thing.
- When you hear the alarm, you must stop anything you are doing at the time. Don't take time to finish a sentence on your paper or send an email. Don't take time to gather your things. Respond to the alarm immediately.
- Close all doors and windows
- If there really is a fire, the building could eventually collapse. You should move a safe distance away from the building.
- There will be a leader for each zone getting a head count to make sure everyone in that zone made it out safely so please stay with your group.
- If for some reason you are in another location of the building outside of your designated work zone. Please exit the building at the nearest exit and let the zone leader know what work zone you are associated with so communications can be shared.
- Wait for the all clear from your zone leader to come back in the building
- In the event of a true emergency, staff should remember to take their car keys with them in case you are not permitted to return to the building.

EVACUATION MAPS

WEST CHESTER



MURRYSVILLE



- Zone 1
- Zone 2

In the event of an emergency, please evacuate the building at the nearest exit and then join your group once you are safely out of the building.

Updated 6/2022

LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a **crisis inside** the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is a “no one in, no one out” scenario. During **LOCKDOWN**, all exterior and interior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with any warning.

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire**
- Extreme violence inside or outside the building**

STAFF ACTIONS:

- Immediately lock doors and instruct all persons to move away from sight of any doors or windows.
- If the threat is outside of the building, close any shades and/or blinds if it appears safe to do so.
- Remain in the secured area until further instructions are provided by the principal or law enforcement.

LOCKOUT

LOCKOUT is initiated to alert school staff that police activity is taking place near the school but not on school property. **LOCKOUT**, all exterior doors are secured and school staff should maintain an appropriate level of situational awareness and be prepared to implement emergency action. **LOCKOUT** is used to ensure the exterior security of the school building is in place and to raise the awareness level of all school staff to a situation in the general area of the school facility.

This ACTION is considered appropriate for, but is not limited to, the following types of situations which could take place near a school facility:

- High-risk police activity**
- Crimes in progress**
- Civil unrest or protests**
- Rabid animal**

STAFF ACTIONS:

- Check to ensure all doors and access points are secured. Maintain an appropriate level of situational awareness. Report all unusual activity to the main office. Continue with normal classroom and building interior activities.
- Should the emergency move onto the school campus be prepared to **lockdown**.

SPECIAL NOTES:

- School Activities which are outside of the building when a **LOCKOUT** is initiated must be brought back into the building (**REVERSE EVACUATION**).
- **LOCKOUT** differs from **LOCKDOWN** because it does not involve securing classrooms and strictly isolating movement within the building. Interior operations can continue as close to normal as possible.

SHELTER IN PLACE (WEATHER)

SHELTER IN PLACE is a short-term measure implemented when there is a need to move students and staff to the ground level interior portions of the building to protect them from blowing and falling debris associated with tornadoes and high wind severe weather.

SHELTER IN PLACE (weather) allows for the immediate movement of staff and students to pre-identified safe locations within the building away from windows, exterior walls and doors.

Safe Locations - West Chester Campus	Safe Locations - Murrysville Campus
Business/HR Wing: Restrooms, Small Kitchen	Main Office side: 2 Restrooms, Lactation Room, Storage Room
Instructional Side: Dividable Rooms, Restrooms, Hallway outside Restrooms, Teaching Areas Studios	Annex - 2 Restrooms
Tech Side: Warehouse, Restrooms, Computer Imaging room	

STAFF ACTIONS:

- Immediately move all persons to their shelter in place locations. Move away from all doors and windows.
- Keep all persons in their shelter locations until further instructions are received. Assist those needing special assistance.
- Close doors to limit the flow of debris.
- Move to the Duck and Cover position upon instructions or immediate threat of blowing or falling debris. Assist those who may need special assistance as needed.
- After the event, assess the situation and treat injuries, take attendance and report any missing persons/injuries to the zone leader. Zone leaders should share any reports to the CEO. Wait for further instructions.

SHELTER IN PLACE (HAZMAT)

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing windows and vents, shutting down the room/building heating, ventilation and air conditioning systems to prevent exposure to the outside air.

SHELTER IN PLACE (hazmat) allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs, and hazardous material spills.

STAFF ACTIONS:

- Immediately clear all persons from the halls. Stay away from all doors and windows.
- Keep all students/staff in the building until further instructions are received.
Assist those needing special assistance.
- Secure individual rooms:
 - close and lock doors and windows
 - shut down the room/building HVAC system
 - turn off local fans in the area
 - seal gaps under doors and windows with wet towels or duct tape
 - seal vents with aluminum foil or plastic wrap
 - turn off sources of ignition, such as pilot lights. **(AS NEEDED BASED ON EMERGENCY)**
 - **If students are present:** Take attendance and report in to the supervisor. Wait for further instructions.

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety.

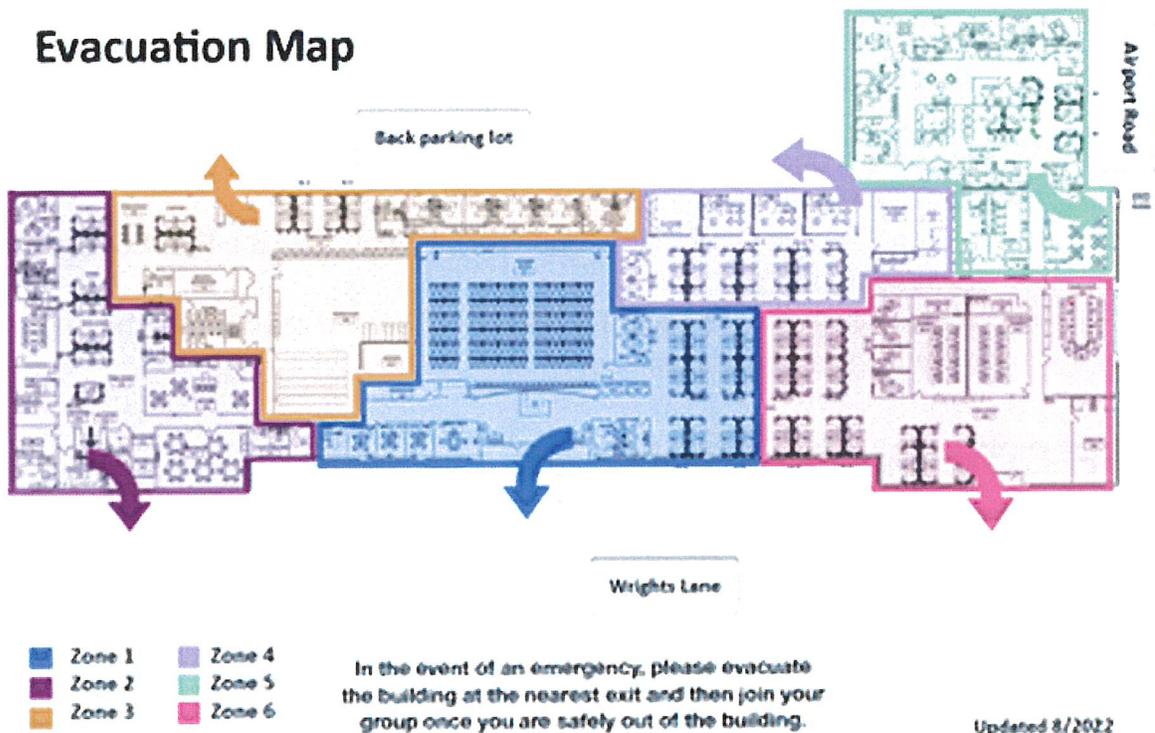
This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire**
- Bomb threat**
- Chemical accident**
- Explosion or threat of explosion**

STAFF ACTIONS:

- Following zones from the fire drill evacuations, designated zone leaders should take attendance before leaving campus. Instruct occupants to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area.

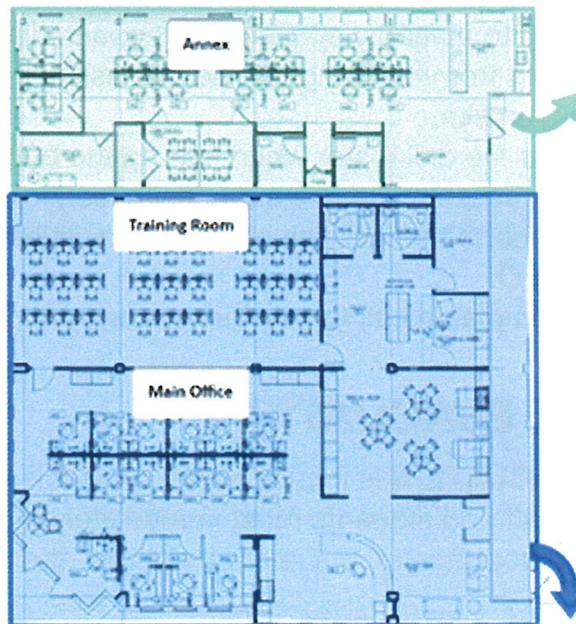
Off-Site Evacuation Locations (West Chester)





The group will move as needed away from the evacuation point to designated Rally Point on foot. Location will be communicated by Incident Commander & Administration.

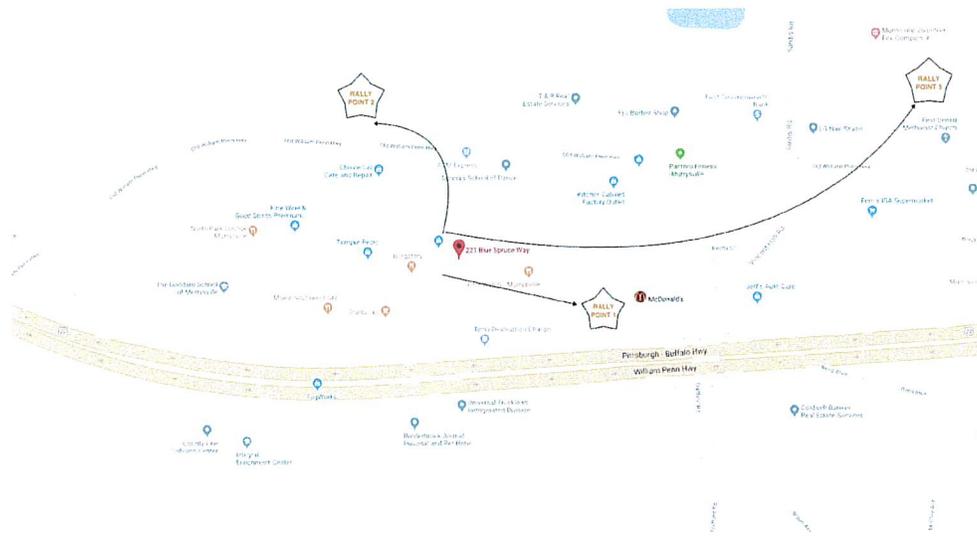
Off-Site Evacuation Locations (Murrysville)



- Zone 1
- Zone 2

In the event of an emergency, please evacuate the building at the nearest exit and then join your group once you are safely out of the building.

Updated 6/2022



The group will move as needed away from the evacuation point to designated Rally Point on foot. Location will be communicated by the Incident Commander or Administration.

STAFF ACTIONS:

- Staff should remember to take their car keys/belongings with them in case you are not permitted to return to the building.
- Staff should bring their laptops in the event there is a need to reach out to emergency contact people, families, etc.
- If walking to a nearby site, keep occupants lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take your fire drill roster when leaving the building. Take attendance when the group is reassembled in a safe offsite location. Zone leaders should report attendance to the facilities manager. Facilities manager should provide updates to the CEO.
- Remain in place until further instructions are given.

REVERSE EVACUATION

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

Flood

Police Activity in the area

Rabid animal on campus

Outside chemical accident

STAFF ACTIONS:

- Instruct staff and any students to return to the building. Remind them to enter the building in an orderly and quiet manner.
- Take attendance when the class is reassembled in the classroom. Report attendance to the Site Administrator.
- Remain in the classroom until further instructions are given.
- Wait for another ACTION or the **ALL CLEAR** instruction before resuming normal class routine.

WEAPONS

Suggested Actions According to Conditions:

1. **REMAIN CALM.** Do not be heroic.
2. If non-threatening, ask the person to place the weapon on the ground and ask the person to walk away.
3. Seize and control the weapon after the person has placed the weapon on the ground and walked away.
4. Notify an administrator immediately-CALL POLICE 911 5) If possible, separate the individual from the group.
5. Keep others away from the weapon.

MEDICAL EMERGENCY

Suggested Actions According to Conditions

1. Do not move the person. If possible, find someone to stay with the person and/or send someone to the principal's and nurse's offices.
2. Evaluate the situation in terms of:
 - Immediate risks of danger.
 - Who is best able to handle this situation? Send for them immediately.
 - What is the most appropriate immediate action to take? Comfort? First Aid? Reassurance?
 - The principal or designee will contact the ambulance if necessary.

- Nurse or principal should notify the student's parent/guardian or staff member's emergency contact.
3. Remain at the scene until relieved.
 4. Keep accurate written records of all pertinent facts and actions taken relative to the emergency. Keep a copy of the report you submit.

AED Location in West Chester

AED Location in Murrysville

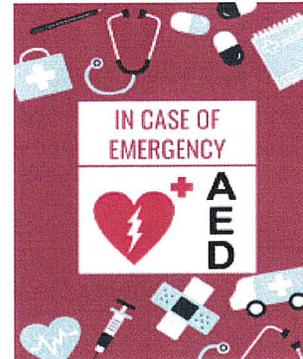
Instructional Space

[Zone 4]

*Near recording studio 161

To the left of the
receptionist desk.

Next to room 209.5
(Mail Copy Room)



KIDNAPPING OR POTENTIAL CUSTODY ISSUE

Suggested Actions According to Conditions:

- A staff member shall never release a child directly to a requesting adult, but should refer the adult to the office.
- Other than school staff, only a custodial parent/legal guardian shall be permitted to have direct access to a child.
- If there is any doubt, the staff shall notify the principal or designee, who shall verify the adult's right of access by checking the child's file.
- Once aware of a possible situation, arrange for the student to be supervised by a staff member.
- If a parent is present, escort the parent to the main office. Have the parent wait for further instructions.
- Inform the principal of the situation.
- If the parent expresses hostility, immediately contact the nearest administrator for assistance.

Occurrences at a School Event:

In the event that a non-custodial parent or unidentified adult attempts to take a student from a school event, the program Principal for the student is to be notified. If a faculty member is aware that a noncustodial parent or unidentified adult enters

a school event, the faculty member should escort this person away from the students to await further instruction from the event administrator.

Procedures:

1. The site coordinator/event leader will assign a staff member to provide adult supervision for the student for as long as it is necessary.
2. The site coordinator/event leader will inform the grade level principal of the incident.
3. The site coordinator/event leader will keep an accurate record of the circumstances and actions.
4. The site coordinator/event leader will contact the custodial parent/guardian of child.
5. The site coordinator/event leader will notify the police (via 911), if the situation warrants.
6. The site coordinator/event leader will document the event/incident.

HOSTAGE TAKING

Suggested Actions According to Conditions:

The police will be called immediately by the building principal or designee. A hostage situation will be coordinated with the police as the lead agency. School staff will be directed by a school administrator cooperating with the police.

You are Taken Hostage

- DO NOT AGITATE THE CAPTOR(S).
- Do not provide more aid and support to the captor(s) than is essential to the survival of the students and yourself.
- Use judgment in following the directions of the captor(s).
- Try to establish a person-to-person relationship with the captor(s).

You Observe a Hostage Taking

- Immediately inform the police and administrative staff.
- Report as many details as you observed:
- LOCATION OF THE HOSTAGE TAKING
- NUMBER OF CAPTORS
- APPEARANCE OF CAPTOR(S)

WEAPONS: TYPE(S) – AMOUNT v. DEMANDS OF THE CAPTOR(S)

LETTER OF AGREEMENT

Devereux Advanced Behavioral Health (“Devereux”) agrees to provide Student Assistance Program (“SAP”) Liaison Services for the **21st Century Cyber Charter School 2023/2024** school year. These services are available to be in each of the following buildings within your district:

1. 21st Century Cyber Charter School

The Agency will provide the following services through funding provided by the Chester County Department of Drug and Alcohol and the Chester County Department of Mental Health:

- SAP Supervisor/School Based Program Coordinator Pamela Warfield MS to organize activities and resolve any conflicts.
- Qualified SAP behavioral health liaison to provide the following services for a number of baseline hours during the school year.
- Screening of students identified and referred through the student assistance process. Liaison will facilitate referrals for assessments following SAP screening if needed.
- Consultation and referral for individual students as requested by the student assistance team, designated contact and/or administration.
- Provide written and verbal feedback to designated school contact in the form of a completed recommendation form.
- Facilitate SAP Groups when deemed appropriate and there is available time.
- Linkage with community agencies and assistance with all referral procedures.
- Participate in postvention services as needed by the school district for students only.
- Other SAP functions as requested by the district and approved by the agency.

The School District agrees to provide the following:

- Designated school contact for liaison to report to organize activities and resolve initial conflicts.
- Appropriate space in the school where services can be provided with safety and privacy.
- Liaisons should be provided with a school calendar and notice of special activities that may affect Student Assistance Program services.
- Private telephone access, when needed, for liaison calls to parents, community and referral agencies.
- Scheduling assistance in setting appointments and obtaining release time during the school day for students to access SAP liaison services.
- Maintain all student records according to Pennsylvania Department of Education and school district guidelines. The agency liaison will not maintain any student assistance records for the school.

Role of the SAP Liaison

- a. Consultation and education to the student assistance team, including attendance at two core team meetings per month where available.
- b. Making provisions for consultation between site visits for teams to which they are assigned.
- c. Serving as a member of the school core team as a consultant from their area of expertise.
- d. Consultation with teams for interventions and assisting parents in accessing the appropriate services for assessment of treatment needs.
- e. Participating in team maintenance and program evaluation activities with core team members.
- f. Providing program updates to teams on emerging SAP issues.
- g. Supporting the school-based aftercare plan for students who are returning to school from treatment.
- h. Facilitating and/or assisting, when requested, with postvention efforts in the event of any tragic death, including suicide of a student, teacher or community member that would adversely affect the school community. Postventions will be for students only. Students have to be in the building during the time of the postvention.
- i. Maintaining appropriate data as determined by the county/joinder to assist schools and county/joinder MH/D/A Administrators in completing reports as required by funding sources.

Conflict Resolution

- If a school has a concern regarding agency SAP service provision, the school SAP coordinator or designee should talk with the assigned liaison. If the concern is not resolved, contact SAP supervisor; Pamela Warfield at pwarfiel@devereux.org/215-384-4762. If the concern persists, the school SAP coordinator or designee should consult with Tim Dunsmore, Senior Program Coordinator at tdunsmor@devereux.org.
- If the agency has a concern about SAP services at the school agency, SAP supervisor will contact the SAP coordinator or designee. If the concern persists, the agency supervisor will consult with the Chester County Prevention Program Director if necessary.

Record Keeping Requirements:

- Adherence to all school district and agency policies regarding record-keeping, confidentiality, and student assistance program guidelines.
- The agency uses the BH Works (screening tool) as required by our contract with Chester County. The data is submitted and stored within the County CIDS database upon request of Chester County.

- When a student has been referred to the SAP Liaison designated by the Provider agency for screening, the records generated become the property of the Provider and are regulated by the applicable Mental Health laws (PA Code Title 55) which requires parental consent for release of information when the child is under the age of 14; for Drug and Alcohol (42CFR Part 2, Chapter 1), which states that it is the minor patient (student) of a Drug and Alcohol facility or program that controls the release of records and that the minor can receive Drug and Alcohol treatment without the consent of his or her parent.

Note: In the event of a school closure and/or modified school schedule involving remote learning, our SAP Liaison will utilize the District's remote learning platform to continue adapted SAP services as authorized by the Chester County Department of Drug & Alcohol and Chester County Mental Health Department and acknowledged by both parties signed below.

The agreement is in effect for the 2023-2024 school year from July 1, 2023 to June 30, 2024

21CCCS Chairperson/ Board of Trustees Representative
District Representative

Devereux Executive Director

8-8-2023

Date

Date



Student & Parent Handbook

2023-2024



Main Campus
1245 Wrights Lane
West Chester, PA 19380

Satellite Campus
221 Blue Spruce Way
Murrysville, PA 15668

484-875-5400
484-875-5404 (fax)
www.21cccs.org

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(Acceptance of Student/Parent Handbook and Acceptable Use and Internet Safety Policy)

Welcome to the 2023-2024 School Year!

21st Century Cyber Charter School

VISION STATEMENT

21st Century Cyber Charter School strives to be a premier school with successful students, engaged families and passionate educators working together to reach our full potential.

MISSION STATEMENT

21st Century Cyber Charter School is committed to providing a student focused cyber education in an encouraging, flexible and innovative environment where students and families are engaged in a community with caring and dedicated educators.

At 21st Century Cyber Charter School, we develop our Pennsylvania certified educators to deliver an online, rigorous, mastery based, standards aligned curriculum to prepare students to be productive, contributing members of society.

ABOUT THIS HANDBOOK

All information in this handbook is intended to provide a general summary of 21CCCS's policies, procedures, rules, regulations, and student requirements from the time of enrollment to graduation. Every effort has been made to address issues and concerns that may affect students; however, it is impossible to cover all aspects of each possible situation. As a result, this handbook does not claim to be all-inclusive. 21CCCS reserves the right to make changes as deemed necessary, which may sometimes be without prior notification to students and parents/guardians. All changes are made in the best interest of the students. If anything in this handbook contradicts the 21CCCS charter, charter application, or any law or regulation, the 21CCCS charter or law takes precedence.

For a detailed/expanded version of all school policies please refer to our Board Policies available on our school website at 21CCCS.org.

CONTACT INFORMATION

Main Office	484-875-5400 877-932-2923 (Toll Free)
Web Address	www.21cccs.org
Fax	484-875-5404 (Enrollment / Guidance) 484-875-5405 (Special Education) 610-873-4534 (Business)
CEO Dr. Matthew Flannery	mflannery@21cccs.org 484-875-5454
Director of Curriculum, Instruction & Assessment Brian Cote	bcote@21cccs.org 484-875-5482
Business Administrator Loree Marchese	lmarchese@21cccs.org 610-514-6228
IT Director Mike Matz	mmatz@21cccs.org 610-514-6230
Director of Special Education Dr. Nancy Giagnacova	ngiagnacova@21cccs.org 484-875-5453
High School Principal, Grades 11-12 Dr. Monica Frank	mfrank@21cccs.org 484-875-5493
High School Principal, Grades 9-10 Dr. Nora Wheeler	nwheeler@21cccs.org 610-514-6217
Middle School Principal Erika Laidlaw	elaidlaw@21cccs.org 484-875-5435
Assistant Principal Dr. Kelly Sherbondy	ksherbondy@21cccs.org 412-223-3721
Home & School Liaison Anthony Harkins	aharkins@21cccs.org 610-897-7531
Home & School Liaison Lillian Lopez	llopez@21cccs.org 610-897-7509

Student Support Manager Megan Stellfox	mstellfox@21cccs.org 484-875-5410
School Counseling Department Sanna McCoy Lauren Andrulewich Ashley Cooke Lisa Moynihan Mary Beth Giandonato Allison Thorne	guidance@21cccs.org 484-875-5434 610-514-6233 610-514-6211 484-875-5459 610-514-6254 610-897-7541
School Nurse Christine Barger	nurse@21cccs.org 610-514-6255
Technical Support	https://21cccs.incidentiq.com
Receptionist / Attendance Secretary	attendance@21cccs.org 610-514-6202

SECTION 1: GENERAL INFORMATION

1.1 Confidentiality and Privacy

The 21st Century Cyber Charter School (21CCCS) protects the confidentiality of personally identifiable information regarding student screening, referrals, evaluations, storage, disclosure, and destruction, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and other applicable federal and state laws. Unless permitted by law, 21CCCS must have parent, guardian, or eligible student's consent prior to disclosure of education records. The consent must state the purpose of use and include a date and signature.

Parents/guardians have the right to:

- Inspect and review their child's educational record. 21CCCS will comply with a request to inspect and review educational records without unnecessary delay and before any meeting regarding an IEP or due process hearing. This review will not occur later than 45 days after the written request has been made.
- Receive a response from the school to reasonable requests for explanations and interpretations of the records.
- Appoint a representative to inspect and review his child's records.
- Request copies of his child's records.

Should any educational record contain information pertaining to more than one child, parents/guardians only have the right to inspect and review the information relating to their own child.

1.2 Review of Student Records

21CCCS protects the confidentiality of persons identified by terms explicitly designated by the Family Educational Rights and Privacy Act of 1974 (FERPA) and Individuals with Disabilities Education Act (IDEA). These acts also distinguish the types of records protected and locations of maintained records.

Further, the Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students certain rights with respect to the information contained in students' educational records. Such rights include, but are not limited to, the parties

eligible to access educational records, the school officials responsible for such records, and the purpose(s) for which records are accessed by a given party.

Notification and Consent

Under the Family Educational Rights and Privacy Act (FERPA), a Local Education Agency (LEA) must provide notice to parents/guardians identifying the types of student information it publicly releases. This type of student information, commonly referred to as “directory information,” includes names, addresses, and telephone numbers. Such information is generally not considered harmful or invasive if disclosed.

Additionally, §9528 states parents/guardians must be notified of the school’s routine disclosure of names, addresses, and telephone numbers to military recruiters upon request. This is subject to a parent’s/guardian’s request not to disclose such information without written consent.

A parent/guardian may request to opt out of the public, non-consensual disclosure of directory information. Requests to opt out must be made within 30 calendar days of student enrollment or at the start of the school year. Additional information can be found in Board Policy #2016. Requests should be sent to 21CCCS Principal:

Mrs. Erika Laidlaw (Middle School Principal) elaidlaw@21cccs.org
Dr. Nora Wheeler (High School Principal, Grades 9-10) nwheeler@21cccs.org
Dr. Monica Frank (High School Principal, Grades 11-12) mfrank@21cccs.org

1.3 Parent/Guardian Information

Parents/Guardians should provide information regarding any terms of custody put in place due to divorce or separation of parents/guardians. Any time a custody agreement or order is changed, that information must be provided to 21CCCS by the legal parent/guardian promptly and no later than three (3) days after such change. If additional individuals are involved in the child's education and have authorization to discuss a child's progress, the legal parent/guardian must provide written permission naming such persons. Further, the legal parent/guardian must provide permission outlining the specific information that the individual may access. 21CCCS staff must be able to verify the written permission prior to disclosure of any student information. It is the responsibility of the legal parent/guardian to provide this information to the school. It is the responsibility of all staff at 21CCCS to adhere to privacy laws. **21CCCS parents are required to provide 21CCCS with a valid e-mail address and agree to receive communication via e-mail.**

1.4 Address Change / Contact Information Changes

Address Change

In order for a student to attend a Pennsylvania public cyber charter school, proof of the student's current Pennsylvania residency must be on file with the cyber charter school. If a current student at 21st Century Cyber Charter School (21CCCS) is moving to a new address within the state, updated residency documentation must be provided to the school. You will have five (5) days from your move date to provide 21CCCS with updated information which includes: proof of residency (ex. mortgage statement, lease agreement, utility bills, driver's license of parent/guardian), an electronically signed Enrollment Notification Form (ENF) and your move date. These documents and information need to be received by 21CCCS within five (5) days of the move date, otherwise the school will need to assume the student no longer lives in the state of Pennsylvania and will be withdrawn from our rolls.

Contact Information Changes

Parents/Guardians are required to report any contact information changes, including home address, phone number, or email address, to the Enrollment Department within three days of the change. To ensure proper school district accounting, the child's current address must be on file at all times. 21CCCS periodically sends reminders and notifications to parents via text messaging. If parents do not wish to receive text messages from 21CCCS, they must inform 21CCCS using the contact information below.

Parents/Guardians are required to report any contact information changes, such as phone number, email address, or home address (including all PDE required supporting documentation), to the Enrollment Department within three days of the change.

Enrollment Department
484-875-5410
enroll@21cccs.org

1.5 Freedom of Expression

Students have the right to express themselves unless that expression interferes with the educational process, encourages unlawful activity, or restricts another individual's legal rights. Students should be aware of the full meaning of their expression. Students may voice personal expression through school publications, announcements, group meetings, and other means of common electronic communication in compliance with applicable school policies and procedures. In their expressions, students are responsible to obey state and federal laws including those governing defamation and obscenity.

Materials sought to be distributed or posted as part of the curricular or extracurricular program of 21CCCS shall be regulated as part of the school's educational program. More information about student expression and distribution/posting of materials can be found in Board Policy #2020.

1.6 Student Dress and Grooming

21CCCS will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program or constitute a health or safety hazard. Students may be required to wear certain types of clothing while participating in physical education classes, technical education classes, field trips, extra-curricular activities, or other situations where special attire may be required to ensure the health and safety of the student. Additional information about student dress and grooming can be found in Board Policy #2021.

1.7 Non-Discrimination

No pupil enrolled at 21CCCS shall be denied equal opportunity to participate in age and program-appropriate instruction or activities due to race, gender, sexual orientation, ethnicity, disability, religion, national origin, marital status, financial hardship or any other legally protected classification. Participation in instruction and activities for a student with disabilities may be modified according to the Individualized Education Program (IEP) developed for the student. Reasonable accommodations will be provided for pupils who are disabled at the discretion of the school's Special Services Department and in compliance with applicable law. Board Policy #1003.1.

1.8 Mandated Reporting

By law, all 21CCCS staff members are mandated reporters. This means that staff must report information to the proper authorities if they suspect any harm or abuse has come to a student. Harm to a student may include neglect, emotional abuse, physical abuse, and sexual abuse.

Information will be reported using the Child Line and Abuse Registry:

800-932-0313

Child Line is a service of the Pennsylvania Department of Public Welfare. Information about Child Line can be found online at <https://www.compass.state.pa.us/cwis/public/home>.

21CCCS staff is also required to report to the proper authorities if students share that they are planning, or have knowledge of someone else planning, to harm themselves or others. Board Policy #6019.

1.9 Photo Release

Photos are sometimes posted on our website, social media, and/or other marketing publications. If parents/guardians opt to not have their student's work and/or image included in publications, The Student Academic Work and Image (Photographing / Videotaping) Release Form should have been signed at the time of enrollment. For any and all updates or changes, please contact the enrollment department at enroll@21cccs.org or 484-875-5410.

1.10 Surveys

Surveys conducted by outside agencies, organizations, and individuals require the pre-approval of the CEO. No student will be required to submit to a survey, analysis, or evaluation that reveals protected information without parental consent. 21CCCS will notify parents/guardians of any activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing. Parents/Guardians have the right to inspect the survey and opt their child out of marketing surveys. This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for school/education-related purposes. Additional information about surveys can be found in Board Policy #2035.

1.11 Student Fundraising

21CCCS prohibits the collection of money by a student for personal benefit on 21CCCS property or at any school-sponsored activity. Fundraising activities for a 21CCCS class, program, club, or student organization must be approved in advance by a school administrator. Additional information about student fundraising can be found in Board Policy #2029.

1.12 Clearance Policy for Volunteers

To ensure the safety of our students, 21st Century Charter School has instituted a policy regarding volunteers, which follows Act 15 of 2015. Volunteers who have "direct volunteer contact," with children at a school, meaning, the care, supervision, guidance, or control of children and routine interaction with children, must have background checks. "Routine interaction" is defined in the Act as "regular and repeated contact that is integral to a person's employment or volunteer responsibilities."

Volunteers must obtain the following certifications:

1. Criminal History Record from the Pennsylvania State Police; and
2. Child Abuse History Certification from the Department of Human Services (Child Abuse)

A fingerprint based federal criminal history (FBI) submitted through the Pennsylvania State Police or its authorized agent is not required as long as: (1) the position the volunteer is applying for is an unpaid position; and (2) the volunteer has been a resident of the Commonwealth of Pennsylvania for the entirety of the previous ten (10) years. Volunteers who are not required to obtain the FBI certification for these reasons must swear or affirm, in writing, that they are not disqualified from service based upon a conviction of an offense under Section 6344. Link to the Standardized Fingerprint Form: [Standardized Fingerprint Form](#)

If a volunteer has not been a resident of Pennsylvania for the previous ten (10) years, but obtained their FBI certification at any time since establishing residency, they must provide a copy of the certification to the person responsible for the selection of volunteers. They are not required to obtain any additional FBI certifications.

If a volunteer has not been a resident of Pennsylvania for the previous ten (10) years, and has not obtained their FBI certification, they must obtain that certification. If approved as a volunteer before August 25, 2015, and do not have certifications (because not previously required to obtain certifications) certifications must be obtained by July 1, 2016, to be permitted to continue volunteering at the Charter School. If approved as a volunteer before August 25, 2015, and have certifications because prior organization required one or all of them and certifications are older than 60 months, certifications must be obtained by July 1, 2016, to be permitted to continue volunteering at the Charter School.

Volunteers required to obtain clearances include persons who are responsible for the child's welfare or who wish to visit the school regularly to serve as volunteers and to provide for the care, supervision, guidance or control of children. All Clearance Required Volunteers must obtain the required certification every sixty (60) months from the date of the individual's most recent certification. Copies of all clearances shall be provided to the Charter School.

Examples of volunteer situations requiring clearances include, but are not limited to:

- Working with small group of students or individual students
- Driving a team/group to an activity
- Volunteer coaches and club advisors
- Supervising a group of students on a field trip

Volunteers not required to obtain clearances include visitors who are not responsible for a child's welfare or are visiting the school irregularly and not providing for the care, supervision, guidance, or control of children. Although occasional visitors are not required to complete the clearances, they should continue to comply with building security policies (such as signing in before entering the building).

Examples of situations in which volunteers typically would not need clearances include, but are not limited to:

- Attending a presentation or party
- Attending a school-sponsored event (Ex. picnic, bowling party, dinner, ceremony, school trips, etc.)
- Collecting tickets at events
- Working concession stands
- Participating in a "Career Day"

Board Policy #1020

1.13 Homelessness

Students experiencing homelessness have the right to access a free, appropriate public education. The McKinney-Vento Homeless Assistance Act was created to aid homeless persons. The Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence.

Please contact our Homelessness Coordinator if you are living in any of the following situations:

- A shelter
- A motel or campground due to the lack of an alternative adequate accommodation
- A car, park, abandoned building, bus or train station
- Doubled up with other people due to loss of housing or economic hardship

Eligible students have the right to the following:

- Enroll at 21CCCS immediately, even if lacking documents normally required for enrollment.
- Receive educational services comparable to those provided to other students.

Please contact the 21CCCS Homeless Liaison, at 484-875-5400, with any questions. If you believe you may be eligible, please contact the 21CCCS Homelessness

Coordinator or your school counselor to find out what services and supports may be available. Board Policy #2051.

SECTION 2: STUDENT CODE OF CONDUCT

The Student Code of Conduct shall apply to student conduct that occurs on 21CCCS property as well as off 21CCCS property in certain circumstances. Additional information about the 21CCCS Code of Conduct can be found in Board Policy #2018 & Board Policy #2033.

2.1 Student Rights and Responsibilities

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance, conscientious effort in school work, conformance to 21CCCS Board policies and school rules, respect for the rights of other teachers, other students, administrators, and all others who are involved in the educational process. It is the responsibility of the student to be aware of all policies, rules and procedures for student behavior. Additional student responsibilities are listed below:

1. Volunteer information in matters relating to the health safety, and welfare of the 21CCCS community and protection of 21CCCS property
2. Dress and groom to meet standards of health and safety and not to cause substantial disruption to the educational process
3. Assist 21CCCS staff with operating a safe school
4. Comply with federal, state, and local laws and requirements
5. Exercise proper care of 21CCCS facilities, equipment, and supplies
6. Satisfactorily complete coursework
7. Report accurately in student media
8. Avoid using obscene language in student media or while on 21CCCS property or while participating in a school-sponsored event

Additional information regarding Student Rights and Responsibilities can be found in Board Policy #2060.

2.2 Academic Integrity

Students are expected to uphold a high level of academic integrity by displaying academic ethical behavior. This means they are expected to complete and produce works of their own individual effort. Students who fail to produce their own work and/or claim the works of others as their own shall be in fault of academic dishonesty.

Examples of academic dishonesty may include any of the following:

1. Plagiarism - The adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment.
2. Fabrication - The falsification of data, information, or citations in any formal academic exercise.
3. Deception/Falsification of Facts - Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.
4. Cheating - Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment.
5. Bribery - or paid services. Giving assignment answers or test answers for money.
6. Sabotage - Acting to prevent others from completing their work.
7. Professorial Misconduct - Professorial acts that are academically fraudulent equate to academic fraud and/or grade fraud.
8. Personation - assuming a student's identity with intent to provide an advantage for the student.

Engagement in the forgery of papers, reports, tests or notes will not be tolerated. Any other form of copyright infringement will also not be tolerated. Students are expected to understand and abide by copyright infringement laws, as designated by federal law. This includes, but is not limited to, the copying of work produced by another student, publication, or Internet source.

The Program Turn It In may be utilized by staff as a tool to help students avoid plagiarism issues.

Any violation of academic integrity will result in disciplinary action, to be determined by the school principal. Each offense will be taken into consideration, and multiple offenses

will be regarded with the highest concern. Consequences may include loss of grades, loss of academic credit, and in extreme cases, suspension.

Violations of academic integrity include but are not limited to:

1. Using another person as a substitute when taking an examination or quiz.
2. Submitting substantial portions of the same academic work for credit more than once without permission of the current instructor(s).
3. Allowing others to conduct research or prepare any work for them without advance authorization from the instructor.
4. Altering any grade or score in any way.
5. Falsifying or inventing any information or data in an academic exercise including; records, reports, statistics, and citations of information sources.
6. Failure to acknowledge the source of borrowed words or ideas.
7. Improper paraphrasing without citations.
8. Failure to include a bibliography or other list of works that were consulted in the preparation of the assignment, such as every book, article, and/or information source used.
9. Knowingly help or attempt to help another student cheat.
10. Submitting another student's work for credit.

Board Policy #2013.

2.3 Electronic Devices

21CCCS supports the use of educational devices for educational purposes and or while prohibiting the use of electronic devices that would disrupt a safe and orderly school environment or violate the Student Code of Conduct. Electronic devices include all devices that can take photographs; record, play, or edit audio or video data; store, transmit or receive calls, messages, text, data or images; operate online applications; or provide wireless, unfiltered connection to the internet. 21CCCS prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer, including but not limited to texting and e-mailing. Electronic devices may not be used in bathrooms, locker rooms, or other changing areas. This applies to when students are on

21CCCS property or attending any school-sponsored event. Students can be disciplined for misuse of electronic devices pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees. Additional information about electronic devices can be found in Board Policy #2037.

2.4 Tobacco

21CCCS prohibits the possession, use or sale of tobacco by students at any time on 21CCCS property and on any property, buses, vans, vehicles that are owned, leased, or rented by 21CCCS. The prohibition includes students at school-sponsored activities that are held off of school property. Tobacco includes a lighted or unlighted cigarette, cigar, pipe, electronic smoking device, or other smoking product or material and smokeless tobacco in any form. Students can be disciplined for possession and/or sale of tobacco products pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees. More information about tobacco can be found in Board Policy #2022.

2.5 Searches

21CCCS officials have the authority to lawfully search students or their belongings, including automobiles, electronic devices, purses, backpacks, clothing, and other possessions without a warrant when on 21CCCS property or when otherwise under 21CCCS supervision if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety, and welfare of 21CCCS population, or evidence that there has been a violation of law, Board Policy, or other 21CCCS rules. More information about searches can be found in Board Policy #2026.

2.6 Controlled Substances/Paraphernalia

21CCCS prohibits students from using, possessing, distributing, and being under the influence of any controlled substance during school hours, at any time while on 21CCCS property, at any school-sponsored activity, and during time spent traveling to and from 21CCCS and school-sponsored activities. Controlled substances include all controlled substances prohibited by federal and state laws, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants such as but not limited to glue and aerosol products, substances that when ingested cause a physiological effect that is similar to the effective of a controlled substance as defined by state or federal laws, as well as prescription or over-the-counter medications, except those for which permission for use in school has been granted pursuant to Board Policy #2010. A look-alike drug shall include any pill, capsule, tablet, powder, plant material, or other item or substance that is designated or intended to resemble a controlled substance. Students can be disciplined for possession and/or sale of controlled substances/paraphernalia pursuant to Section 2.12 of this Handbook

up to and including a recommendation of expulsion to the Board of Trustees. Additional information about controlled substances/paraphernalia can be found in Board Policy #2027.

2.7 Hazing

21CCCS prohibits hazing in connection with any school activity or organization regardless of whether the conduct occurs on or off school property. Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. When a student believes that they have been subject to hazing, the student must promptly report the incident to the Principal who will conduct a timely, impartial, thorough, and comprehensive investigation. Students can be disciplined for Hazing pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees. More information about hazing can be found in Board Policy #2047.

2.8 Terrorist Threats/Acts

21CCCS recognizes the danger that terroristic threats and acts by students present to the safety and welfare of students, teachers, and property. All students are prohibited from communicating or committing terroristic acts directed at another student, teacher, staff member, school official, property, or facility owned and/or operated by 21CCCS. "Terroristic threats" imply direct or indirect threats to commit violence, which display intent to terrorize others. Terroristic threats can also include communications that either directly or indirectly cause evacuation of a building, place of assembly or facility of public transportation, or that otherwise cause serious public inconvenience or cause terror or public inconvenience with reckless disregard for doing so. "Terroristic acts" are offenses made against property or individuals, which cause harm or danger. Individuals involved in such will be subject to counsel and/or disciplinary procedures in accordance with the Terroristic Threats/Acts Policy #2018.2.

Any such conduct will be subject to investigation by school officials and, as deemed appropriate by 21CCCS, may be referred to law enforcement agencies for investigation. Students can be disciplined for making terroristic threats/acts pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees. Additional information about terroristic threats can be found in Board Policy #2018.2.

2.9 Weapons

21CCCS prohibits the possession of weapons on school property, on any school-sponsored activity, and while students are coming to or from 21CCCS or school-

sponsored activity. Weapons are defined as any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument, or implement capable of inflicting serious bodily injury. Students can be disciplined for possession of a weapon pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees. Pursuant to Section 13-1317.2 of the Public School Code, the mandatory consequence for possession of a weapon is a one year expulsion. Additional information about weapons can be found in Board Policy #2018.1.

2.10 Unlawful Student Harassment

21CCCS seeks to maintain an educational environment that is free of harassment in any form.

The term harassment includes, but is not limited to, slurs, jokes, or other verbal, visual, graphic, or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age, or handicap/disability. Harassment may be delivered in a variety of ways, including but not limited to, nonverbal, verbal, or written delivery, as well as via telephone or the Internet. Harassment may also include engaging in conduct or repeatedly committing acts that serve no legitimate purpose, communicating repeatedly in an anonymous manner or during extremely inconvenient hours and/or subjecting or threatening to subject another to physical contact. Cyber harassment occurs when any individual engages in a continuing course of conduct, via electronic means, that includes: a) seriously disparaging statements or opinions regarding a child's physical characteristics, sexuality, sexual activity or health condition and/or b) threats to inflict harm.

Specific forms of harassment include ethnic, racial or sexual harassment. Ethnic or racial harassment includes but is not limited to the use of any derogatory word(s), phrase(s), or action(s) characterizing a given racial or ethnic group, which may be perceived as offensive in an educational environment. Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature as it is defined and prohibited by Federal, State and Local law. It may be, but is not limited to, sexual flirtation, advances, touching, propositions, graphic, suggestive, or sexually degrading words, signs, offensive jokes, cartoons, pictures, graffiti, references to sexual activities, intimidation, physical assaults, or contact, overt sexual conduct, pranks, violence, or any conduct that subsequently interferes with a student's ability to work or learn.

Any act that creates an intimidating or hostile educational environment will be subject to investigation by school officials and, as deemed appropriate by 21CCCS, may be referred to law enforcement agencies for investigation. Students can be disciplined for Harassment pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees.

The 21CCCS administration will investigate any claims of unlawful harassment and determine if the charge is substantiated to proceed with corrective action(s). A substantiated charge against a student may lead to disciplinary action, which may disrupt educational activities and/or require counseling services related to unlawful harassment.

For Title IX related questions, e-mail:

TitleIX@21cccs.org

Board Policy #2069

2.11 Anti-Bullying

The Board of Trustees is committed to providing a safe, positive, productive, and nurturing educational environment for all students. Bullying that interferes with a student's ability to learn or the school's ability to educate its students in a safe, positive, productive, and nurturing environment, is prohibited. Since students learn by example, school administrators, faculty, staff, students, and volunteers are directed to demonstrate appropriate behavior, treat others with civility and respect, and refuse tolerance for bullying. In short, 21CCCS prohibits all forms of bullying by students.

"Bullying" is defined as an intentional verbal (oral, written, or electronically transmitted) or physical act that may be considered aggressive, threatening, degrading, harassing, or abusive. This includes, but is not limited to, discrimination, physical harm, psychological distress, harassment, intimidation, or hazing:

1. That is directed at one or more students.
2. That occurs in a "school setting" or outside of school.
3. That is severe, persistent or pervasive.
4. That has the effect of doing any of the following:
 - a. substantially interferes with a student's education
 - b. creates a threatening environment
5. That substantially disrupts the orderly operation of the school.
6. That interferes with the right to student security.

A “school setting” includes any place within the school building, on school grounds, on school property, on any school testing site properties, field trip sites, or other sites used for school sponsored, supervised or sanctioned activities. A school setting also includes any software, servers, programs, accounts, or Internet resources provided by 21CCCS. Additionally, any student whose out-of-school conduct materially and substantially interferes with another student’s educational process is subject to this policy.

The Board requires the CEO to receive complaints regarding instances of bullying. All school employees are required to report alleged violations of this policy to the CEO, while other members of the school community (students, parents/guardians, volunteers, and visitors) are encouraged to report acts that may violate this policy. Reports may be made anonymously, but formal disciplinary action may require additional reporting for investigative purposes. Knowingly or intentionally making false accusations of bullying is prohibited. Once an investigation is deemed necessary, it must be conducted within three (3) school days following the time the complaint is made known to the CEO. Students can be disciplined for violations of the Anti-Bullying Policy pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees.

Additional information about bullying can be found in Board Policy #2049.

TO REPORT AN ACT OF BULLYING, CONTACT ADMINISTRATION AT:

1245 Wrights Lane
West Chester, PA 19380
(484) 875-5400

2.12 Student Discipline

Students are expected to follow all policies and procedures in the Handbook. If a student fails to follow the policies and procedures it will be referred to the Principal, or their designee, for discipline. The following areas provide a non-exhaustive list of examples of discipline offenses: Academic Integrity, Acceptable Use Policy Violation, Inappropriate behavior, Bullying, Terroristic Threats, and Testing Violations.

Disciplinary levels determined upon the severity of infraction and/or the frequency of times an infraction has been committed.

- Level 1: Documented verbal warning to student and parent by Academic Advisor
- Level 2: Parent intervention conference and written warning

Level 3: Principal disciplinary intervention.

Level 4: Board disciplinary hearing for expulsion.

PLEASE NOTE: 21CCCS reserves the right to escalate or deescalate the level of any disciplinary infraction based upon the specific facts, circumstances and/or frequency or number of past infractions.

Any and all school-based discipline is subject to administrator discretion

All Special Education discipline will include consultation with a Special Education Administrator.

2.13 Due Process

Students shall be afforded due process if they are to be excluded from school. Exclusion from school may take the form of suspension or expulsion. Suspension is exclusion from school for a period of from 1 to 10 consecutive school days. Expulsion is exclusion from school for a period exceeding 10 school days and may be permanent expulsion from the school rolls.

Violations of school policies and procedures may result in the application of student disciplinary measures. In the event of an allegation that a student has violated the policies or procedures of 21CCCS, the student and the student's parents/guardians will be notified and provided an opportunity to respond before the student is excluded from the School. If required, a hearing will be held. The following process will be used to address potential violations of school policies, procedures, or the student code of conduct:

1. The administration may use the following consequences to address student violations of the policy:
 - a. Administrative warning
 - b. Detentions
 - c. Restriction of school-issued accounts and equipment
 - d. Development of a plan for correction
 - e. Implementation of a probation period
 - f. Suspension from access to classes

- g. Failure of a course
 - h. Expulsion from the school
 - i. A combination of the above
2. The school will inform the student and the parent/guardian of the information related to the alleged violation.
 3. If the student is suspended from access to classes:
 - a. The parents/guardians will be notified in writing.
 - b. The school will provide an opportunity for the student and parents/guardians to review information provided regarding the violation and respond to allegations.
 - c. An informal hearing will be offered to parents/guardians if a suspension exceeds three (3) days.
 - d. If an informal hearing is conducted, the student may speak on their own behalf, question witnesses, and present witnesses on their own behalf.
 - e. 21CCCS will conduct the informal hearing within the first five (5) days of the suspension.
 4. If the student is recommended for expulsion from 21CCCS:
 - a. Notification of the charges will be sent to parents/guardians via certified mail.
 - b. A private formal hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the Board.
 - c. Parents/Guardians will be notified at least three (3) days in advance of the time and location of the hearing. A copy of the Expulsion Policy #2033, notice that legal counsel may represent the student, and hearing procedures will be included in the hearing notice.
 - d. The hearing will be held within 15 school days of notification, unless otherwise agreed upon by both parties.
 - e. During the hearing, the student has the right to:

- i. Representation by counsel at the expense of parents/guardians.
 - ii. Have their parents/guardians present.
 - iii. Be presented with the names of witnesses and copies of statements and affidavits from participating witnesses.
 - iv. Request that witnesses appear and to cross- examine witnesses.
 - v. Testify or present witnesses on their own behalf.
- f. A student may request the rescheduling of the hearing if the student demonstrates reasonable cause for rescheduling.
- g. A written or audio record will be kept of the hearing.
- h. During the period prior to the expulsion hearing and decision, the student will typically be permitted access to their classes. However, if it is determined after an informal hearing that a student's presence in their normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Special Education students may be referred to the Special Education Administrator to determine appropriate disciplinary action.

Law enforcement agencies will be contacted if student behavior violates a local, state, or federal law. Additional information about student suspensions and expulsions can be found in Board Policy #2033.

2.14 Parent/Guardian Concern/Complaint Reporting Procedure

Parents/Guardians should address concerns related to their child's education or school related activities as soon as the concern is discovered. Additional information about 21CCCS' complaint process can be found in Board Policy #2019.

Level 1 – Teacher/Academic Advisor

Administration encourages parents/guardians to first try to resolve the concern with the child's teacher or Academic Advisor if appropriate. 21CCCS teachers are committed to the success of students and appreciate the opportunity to address potential problems before they affect academic progress.

Level 2 – Principal

If a parent/guardian feels the concern has not been addressed after working with the teacher or Academic Advisor, or if the parent/guardian feels that the concern is too serious or unrelated to a teacher or Academic Advisor, the parent/guardian should contact a school principal.

Level 3 – Director of Curriculum, Instruction & Assessment

If a parent/guardian feels that their attempt to resolve a concern with their child's principal was unsuccessful they may escalate the concern to the Director of Curriculum, Instruction & Assessment. The parent/guardian should provide, in writing, a detailed summary of the concern, including prior steps taken and all communications had in the attempt to resolve the concern. The Director of Curriculum, Instruction & Assessment will review the information provided by the parent/guardian, and may investigate further by examining school records and interviewing appropriate staff members, students, and/or parents/guardians. The Director of Curriculum, Instruction & Assessment will then contact parents/guardians to discuss the findings.

Level 4 – CEO

If a parent/guardian feels that their attempt to resolve a concern with their child's principal and the Director of Curriculum, Instruction & Assessment was unsuccessful they may escalate the concern to the school CEO. The parent/guardian should provide, in writing, a detailed summary of the concern, including prior steps taken and all communications had in the attempt to resolve the concern. The CEO will review the information provided by the parent/guardian, and may investigate further by examining school records and interviewing appropriate staff members, students, and/or parents/guardians. The CEO will then contact parents/guardians to discuss. At this juncture, the parents/guardian may request a meeting with the CEO, to be held at a 21CCCS facility location or virtually, in accordance with the preference of the parents/guardian and at the CEO's discretion. If a meeting with the CEO is requested, after a date, time, and location have been determined between the CEO and parents/guardians, an email will be sent out from the CEO's office to the parents/guardian confirming the scheduled day, time, and location of the meeting. At least one (1) business day in advance, the parents/guardian shall provide a written list of the name(s) of any other individual(s), aside from the relevant student, who would like to be in attendance at the meeting. If the parents/guardian are not present at the scheduled meeting time, the meeting will be cancelled and the parents/guardian will be required to submit a request, in writing, to reschedule. Repeated failure to attend a scheduled meeting may result in the CEO making a determination on the concern(s) without holding a meeting session with the parents/guardian.

2.15 Safe2Say Something

In accordance with law, the Charter School establishes the following procedures for receiving, assessing and responding to reports received from the Safe2Say Something anonymous reporting program of the Pennsylvania Office of the Attorney General. (24 P.S. 1303-D)

These procedures establish a framework within which Charter School administrators and staff will operate and coordinate with the county emergency dispatch center and local law enforcement agencies.

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or threat of such activities in a school entity through:

1. A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center;
2. A Safe2Say Something program secure website; or
3. A Safe2Say Something software program application, or "app" accessed through a mobile electronic device.

Reports may be submitted through one of these methods for an identified K-12 school or student anywhere in the state. Anonymous reports will be triaged by the Safe2Say Something Crisis Center and delivered to the appropriate school entity based on the location of the identified school, and county emergency dispatch center, where applicable, by Crisis Center staff through telephone communication, text and/or email. Students will be required to participate and complete annual training for the Safe to Say Program.

See it.

Report it.

1-844-SAF2SAY or 1-844-723-2729

WWW.SAFE2SAYPA.ORG

SECTION 3: STUDENT ACADEMIC PROCEDURES

3.1 Health Services

21st CCCS recognizes student health and wellness as an important part of each child's education. Health services are provided by the Certified School Nurse to promote health education, establish good health habits and increased knowledge of public health. As part of health services, the school nurse maintains health records for all students as required by Pennsylvania School Code.

All Students are expected to remain in compliance with the Pennsylvania Public School Code regarding immunizations, annual health screenings, physicals, and dental examinations.

Health Requirements

The Pennsylvania Public School Code requires school health services for all children of school age, regardless of the school setting. School screenings are offered at various school events and throughout the school year at both office locations.

Mandated Health Screenings

Height and Weight Screening – yearly for all grades

Vision Screening (near and far vision) – yearly for all grades

Hearing Screening – required for students entering 7th and 11th grade

Mandated Exams

Physical Exams – required for students entering 6th and 11th grade

Dental Exam – required for students entering 7th grade

Parents/guardians have the primary responsibility for their children's health, and are able to submit their child's screening and exam from a medical professional. Completed health forms may be submitted to the school nurse by the following methods:

- Scanned and emailed to nurse@21cccs.org
- Dropped off at the school
- Faxed: 610-514-6008
- Mailed: 1245 Wrights Lane, West Chester, PA 19380

Immunizations

The intent of immunization regulations is to keep children healthy in school and to minimize the chance of disease which could seriously impair a child's ability to learn. The Commonwealth of Pennsylvania (as required by PA law) has specific immunization regulations relating to school enrollment and attendance.

The minimum immunizations for any student entering school include:

- 4 doses of tetanus, diphtheria and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)
- 2 doses of measles, mumps and rubella**
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) vaccine or evidence of maturity

For attendance in 7th grade:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) required by the first day of 7th grade
- 1 dose of meningococcal conjugate vaccine (MCV) required by the first day of 7th grade

For attendance in 12th grade:

- 1 dose of meningococcal conjugate vaccine (MCV) required by the first day of 12th grade

*Usually given as DTP or DTaP or DT or Td

** Usually given as MMR

Pennsylvania's school immunization requirements can be found in 28 PA. Code CH. 23 (School Immunization) or call 1-877-PA-Health.

If your insurance does not cover immunizations, please contact your local health department to schedule an appointment for vaccines.

A child may not be admitted to or permitted to attend 21CCCS unless the immunization requirements have been met. All immunization requirements shall be completed within 5 days of entrance to the 21CCCS. If not medically appropriate within 5 days, the child may provide a medical certificate on or before the fifth day scheduling the remaining doses. If the requirements are not met, the child shall risk exclusion.

Enrolling students who need additional immunizations to comply with state requirements may be enrolled on a provisional basis provided the student has the following:

- any single dose vaccine and at least one dose of the multi-dose vaccine requirement upon school entry.
- if a student does not have all the doses listed above, needs additional doses, and the next dose is *not* medically appropriated, the student must provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion.

In compliance with Pennsylvania State Code, 21CCCS reserves the right to deny continued enrollment to students who fail to provide sufficient evidence of outstanding immunization completion and who do not submit a valid exemption request.

A child may obtain a medical, religious or philosophical/strong moral or ethical conviction exemption from meeting the immunization requirements. If a medical exemption is requested, the medical exemption letter must be signed by a licensed physician.

All exemptions must:

- Be submitted in writing, indicating the immunization(s) and/or examination(s) being exempted.
- State the reason for exemption.
- Be signed and dated by a parent/guardian.

Exemption from medical or dental examinations will not be granted if the Department of Health finds that facts exist under which the exemption constitutes a present substantial menace to the health of other persons exposed to contact with the unexamined person.

Medication Policy

21CCCS recognizes that the health of some students requires they receive medication during school hours; to include participating in testing, attending school sponsored event and community outreach, Board Policy # 2024.

Medications are defined as:

- Any prescription medication
- Inhalers
- EpiPens
- Non-prescription medication, all over the counter medicines, vitamins and herbal supplements

1. When medication must be given during school hours, the following procedures will be followed:
2. Parents/guardians must submit a written request, which shall give permission for the nurse to administer the medication. The request shall include the purpose and reason of the medication. This document will be kept on file.
3. The parents/guardians will complete an Authorization for School Medication Administration form. This form will be kept on file.
 - Student name
Address
Telephone
 - Federal DEA (Drug Enforcement Administration)
Number of the pharmacy
Patient name
 - Directions for use (dosage, frequency and time of administration, route, special instructions)
 - Name and registration number of the licensed prescriber
Prescription serial number
Date originally filled
 - Name of medication and amount dispensed
Controlled substance statement, if applicable
 - Nonprescription/Over the counter medication must be delivered in its original packaging, labeled with the student's name
4. A parent/guardian or a responsible adult designated by the parent/guardian should deliver all medications directly to the school nurse, or in their absence a building administrator. The medication must be in the original pharmacy labeled container. The label must contain:
5. All medications must be picked up by the parent/guardian, at the end of the event or day (whichever is earlier).
6. Any medication administered will be documented in the student's medication log.
7. Medication will be kept in a locked container or secured container (when offsite).

8. Students will be responsible for checking in with the nurse when the medication is to be given (if scheduled medication).

Medication will be administered in accordance with the guidelines promulgated by the Pennsylvania Department of Health regarding the administration of medications in school.

Requirements for Students Self-Administration of Medication

1. Before any student may administer any medication during school hours, the procedures described above and outline in School Board Policy #2024 must be followed.
2. Parents/Guardians must complete Self Administration by Student Form.
3. Students will be permitted to possess asthma inhalers and to self-administer the prescribed medication used to treat asthma provided that the above conditions are met.

Students are not allowed to carry or possess unregistered medication while attending any school sponsored event or activity.

The Pennsylvania School Code, Section 1414.2(g) allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student. In order to request this exemption, contact the school nurse to discuss this decision, review and sign the refusal to permit Administration of Stock Epinephrine for Emergency First Aid.

3.2 Student Attendance

All students of compulsory school age are required to meet the mandated legal attendance requirements. Except as otherwise provided by law, compulsory school age refers to the period of a child's life from the time the child enters school (which may be no later than at the age of 6 years), until the age of 18 or graduation from high school, whichever occurs first.

21CCCS as well as parents/guardians are required to ensure that their children meet school attendance requirements as evidenced by:

Attendance is taken each day. It is the student's responsibility to log into Moodle each academic day (Monday through Friday, except for holidays or scheduled days off when school is not in session). If a student fails to log in an academic day, and does not submit an excuse note by the guardian within the required time period, this is considered an unexcused absence.

Excused/Legal Absence

Excused or legal absences should be reported to the Attendance Secretary via the Attendance Email within three (3) days of the absence:

attendance@21cccs.org

Parents are able to excuse 10 absences without a doctor's note.

If absence information cannot be sent via email, please call the Attendance Secretary at:

610-514-6202

Absences will be excused for the following reasons (all but illness or death must be reported prior to the absence):

1. Illness: After three consecutive days of absence from school, a doctor's excuse note must be sent to the Attendance Secretary and the child's School Counselor.
2. Extreme illness or death of a family member
3. Participation in approved school/co-op activities with prior approval by school administration
4. Medical appointments (with submission of doctor's note upon school request)
5. Legal appointments, such as court appearances, appointments with legal counsel and/or probation officer, probation hearings, etc.
6. Visit to college or technical institutes by juniors or seniors
7. Educational travel with approval of the principal or other school administrator submitted one week prior to departure
8. Maternity leave: New mothers will be exempt from school work for six weeks. After six weeks students will make a plan with their advisor and school counselor to transition back to school. A doctor's release is required for the student to return to school.
9. Upon written parental request, and in accordance with 21CCCS Board policies, students may be excused from School for religious holidays observed by bona fide religious groups.

Students should make arrangements with teachers to complete work prior to the excused or legal absence. When this is not possible, students should make up missed work as soon as possible.

Unexcused/Illegal Absences

Any absence that is not deemed legal or excused will be documented as unexcused/illegal. A valid excuse must be provided to the school upon the date of return from an absence. Failure to do so will result in contacting the parent/guardian through email or a phone call. If a valid excuse is not provided within 3 days of returning to school, a student faces accrual of an unexcused/illegal absence. Unexcused absences may result in:

- Issuance of truancy notices
- Synchronous program participation
- Required in-person conferences for both student and guardian at one of the school locations
- Home visits

Students illegally absent for 10 or more consecutive school days may be removed from the school's roster per state law (22 Pa. Code 11.24).

Class attendance at 21CCCS is a student obligation and responsibility. A student who does not attend school regularly and shows truancy may not meet the requirements for advancement and graduation.

A child is "truant" if they have three (3) or more school days of unexcused absences during the current school year. An unexcused absence is any absence from school without an acceptable excuse, or without any reason at all. An out of school suspension shall be considered an excused absence.

A child is "habitually truant" if they have six (6) or more school days of unexcused absences during the current school year.

A child is considered truant if they are absent from school due to not meeting the immunization, exemption or provisional admission requirements of the Department of Health, at 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), or the student has not received from the Chief Executive Officer ("CEO") or their designee a medical or religious exemption from immunization under 28 Pa. Code § 23.84 (relating to exemption from immunization). 22 Pa. Code. Chapter 11.20.

The 21CCCS Attendance Policy entails the following:

- 1st Unexcused Absence:
 - The student and guardian will receive official notice via phone and email.
- 2nd Unexcused Absence:
 - The student and guardian are required to attend a conference with the student's Academic Advisor.
 - The student and guardian will receive official notice via phone and email.
- 3rd Unexcused Absence:
 - The student and guardian are required to attend a conference with the student's Academic Advisor and School Counselor.
 - A Student Attendance Improvement Plan will be completed.
 - The student will be required to follow a synchronous attendance model.
 - The student and guardian will receive official notice via phone, traditional mail and email.
 - The student's home district will receive written notification.
- 4th Unexcused Absence:
 - The student and guardian are required to attend a conference with the student's Principal.
 - The Student Attendance Improvement Plan will be reviewed.
 - The student and guardian will receive official notice via phone, traditional mail and email.
 - The student's home district will receive written notification.
- 5th Unexcused Absence:
 - A home visit will be completed by the Home and School Liaison.
 - If a home visit is not able to be scheduled, then the student and guardian must attend an in-person conference with their student's principal at one of the school locations.
 - A Student Assistance Program referral will be submitted by the student's Academic Advisor.
 - The student and guardian will receive official notice via phone, traditional mail and email.
 - The student's home district will receive written notification.
- 6th or more Unexcused Absence:
 - The student and guardian will be required to attend an in-person conference at one of the school locations.
 - Referrals to either (1) a school based or community-based attendance improvement program and/or (2) the county children and youth agency (CYS)

- for services or possible disposition as a dependent under the Juvenile Act. A citation may be filed with the student's local District Magistrate.
- The student and guardian will receive official notice via phone, traditional mail, certified mail and email.
 - The student's home district will receive written notification.

Habitually truant children under fifteen (15) years of age:

The Charter School will refer the child to either:

1. A school-based or community- based attendance improvement program; or
2. The county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the Charter School may file a citation against the parent/guardian of a habitually truant child under fifteen (15) years of age in a magisterial court. The venue for filing the citation shall be in the magisterial district court based on the location of the child's residence.

Habitually truant children fifteen (15) years of age and older:

The Charter School will either:

1. Refer the child to a school-based or community- based attendance improvement program; or
2. File a citation against the student or parent/guardian in the appropriate magisterial district court. The venue for filing the citation shall be in the magisterial district court based on the location of the child's residence. If habitually truant child aged fifteen (15) or older incurs additional absences after a school refers that child to a school-based or community- based attendance improvement program or the child refuses to participate in an attendance improvement program, the Charter School may refer the child to the local CYS agency for possible disposition as a dependent child.

In all cases, regardless of age, where the Charter School refers a habitually truant child to a magisterial district court or CYS, the Charter School will provide verification that it convened and held a Student Attendance Improvement Conference.

Questions and concerns should be directed to:

Mrs. Erika Laidlaw (Middle School Principal) elaidlaw@21cccs.org
Dr. Nora Wheeler (High School Principal, Grades 9-10) nwheeler@21cccs.org
Dr. Monica Frank (High School Principal, Grades 11-12) mfrank@21cccs.org

Additional information can be found in Board Policy #1015.

3.3 Withdrawal

The procedure for withdrawal from 21CCCS includes initial notification to the Enrollment Department by phone or email as well as a Records Request from the school to which the student will be transferring and the student's start date. No official transcripts or contents of the student's educational record may be released directly to the parents/guardians upon withdrawal. Once the withdrawal has been processed, the student and parents/guardians will be notified of what assets need to be returned to 21CCCS and a UPS pickup will be scheduled. The parent/guardian will be billed for unreturned or damaged school materials. Students will remain enrolled until notification from their new school is received. They should continue to work until officially withdrawn. Withdrawal grades are based on what a student completed at the end of their last day at our school compared to what assignments were available to the student. A student leaving within the last 2 weeks of a quarter is responsible for the work assigned in the entire quarter.

3.4 Course Schedule and Deadlines

21CCCS full-credit classes run over the course of the full year schedule, beginning with the first student day and ending on the last student day. The school year is divided into four quarters. Half-credit classes will run the length of one semester. A typical student schedule consists of 6 credits.

Grades 6 through 12

Classes will close at 3:30 PM on the last day of each quarter. The end- of-quarter dates can be found on the Board-approved calendar. All work submitted by 3:30 PM will be included in the quarter grade calculation. No extensions beyond the close of classes will be granted. Deadline expectations are as follows:

- A student has a minimum of 45 days and a maximum of 90 days to complete a half credit course.
- A student has a minimum of 90 days and a maximum of 180 days to complete a one credit course.

Students are encouraged to submit their work prior to the last day of the quarter/semester. This allows them ample time to seek assistance from their teachers on assignments with which they are struggling. Students will not have access to their classes after 3:30 PM on the last day of the quarter/semester.

All 21CCCS classes will close on the last student day at 3:30 p.m. in accordance with the school calendar.

3.5 Mastery Based Learning / Resubmission

21CCCS supports the philosophy of student mastery of content and, therefore, allows students to resubmit assignments within the quarter. In order to resubmit an assignment / assessment / tests/ quizzes more than one time, students are required to have a communication with their teacher.

3.6 Program Placement & Course Selection

21CCCS Course Scheduling

High school students at 21CCCS are scheduled for classes according to 21CCCS Graduation Requirements. Although a typical high school course load is 6 credits per year, in some instances, it may be appropriate to allow a student to take additional credits. Students who do not reach proficiency on the Keystone Exams will have supplemental instruction in the respective subject areas. Students may not re-take classes unless they have failed the class. If a student fails a class and re- takes the class, the failing grade will remain on the student's transcript from their first attempt and the grade earned from the second attempt will also appear on the transcript.

School counselors will review transcripts from the student's previous school(s) and determine what courses the student needs to take. Courses will be scheduled according to the standard course progression, unless alternate scheduling is necessary.

Middle School

All students in grades 6-8 are required to complete the core subjects of math, language arts, social studies, and science each year. Students must pass math, language arts, and one other core class (social studies or science) to be promoted to the next grade level. 21CCCS strongly suggests that middle school students keep a regular schedule.

Middle school students are scheduled according to the courses appropriate to follow their prior year's courses and current grade level.

High School

Students are promoted to the next grade level based on the number of credits earned. The average student completes 6.0 credits per school year. At 21CCCS, emphasis is not placed on grade level. Each student has the opportunity to advance in each subject according to ability. Students may earn enough credits to graduate early, and students

who are behind in credits have the opportunity to “catch up” to their graduating class. Grade levels based upon credits earned are designated as follows:

9 th Grade	0 - 5 Credits
10 th Grade	5.25 – 10.50 Credits
11 th Grade	10.75 – 16 Credits
12 th Grade	16.25 Credits (22.0 Total Credits Required for Graduation)

Grade levels are recalculated at the start of each school year. The grade levels of incoming students will be based upon the credits shown above, not the grade level designated by their prior school. Students have the ability to add extra classes to their schedule by finishing classes early and obtaining approval from the School Counseling Department. For more information, the parent/guardian should contact the School Counseling Department.

3.7 Adding/Dropping Courses

Students may add or drop a course(s) within the first ten school days of a student’s enrollment in a class. It is the responsibility of the student to contact the School Counseling Department in writing if he/she wishes to add or drop a course. Requests will be honored at the discretion of the school. It will be the responsibility of the student to make up the missed work in the added class from the start of the student’s enrollment.

If a student requests to withdraw from a non-Advanced Placement (AP) course more than 10 school days after the scheduled start of the class or the enrollment in the class, they will receive a “WF” on both the report card and final transcript. Students who have extenuating circumstances or impactful life event substantiated by a medical note or other documentation may be eligible to drop a course without penalty with approval from the CEO and receive a “W” on both the report card and final transcript. Please complete the Drop Course Without Penalty Form in order to obtain approval.

Students will have 20 school days from the start of Advanced Placement (AP) class to drop the class if the class is too challenging. Students will need to enroll in another course to replace the dropped AP course. It will be the responsibility of the student to make up the missed work in the added class from the start of the student’s enrollment.

3.8 Graduation Requirements

Students must meet local and state graduation requirements.

21CCCS local graduation requirements:

- Required courses to take: Government and Career & College Readiness.
- Required courses to earn credit or complete a project based assessment: Biology or an equivalent course, English Literature or an equivalent course, Algebra I or an equivalent course.
- Students are required to earn a minimum of 22 credits in the following categories.

Category	Credit Requirements (22 total) *
English	4.0
Social Studies	3.0*
Mathematics	3.0*
Science	3.0*
Physical Education	0.5
Health	1.0
College & Career Readiness	0.5
Electives	6.0

**Students are required to take a fourth credit in one of the following disciplines: Math, Science, or Social Studies.*

Act 158 state graduation requirements

Act 158 provides alternative pathways for students to achieve statewide graduation requirements.

Option 1: Keystone Pathways:

Successful completion of the three Pennsylvania Keystone Exams are an acceptable pathway for graduation:

- **Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- **Keystone Composite Pathway:**
 - The Keystone Exam 3-score composite is 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at

least **one** of the three exams and no less than a basic score on the remaining two).

- The Keystone Exam 2-score composite is 2939 or Greater (where eligible under §121.1).

Option 2: Alternate Assessment Pathway:

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency **and** one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
 - Scholastic Aptitude Test (SAT): score 1010
 - PSAT: score of 970
 - ACT: score of 21
 - Armed Services Vocational Aptitude Battery exam: the minimum score to gain admittance to a branch of the armed services in the year the student graduates
- Attainment of an established score on an Advanced Placement Program in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
- Successful completion of a concurrent enrollment (dual enrolled course) in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeship program (ex. German American Chamber of Commerce); or
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.
- Advanced Placement (AP) exam: score of 3 on an AP exam related to one of the following courses
 - Algebra Equivalent: AP Calculus AB, AP Statistics, AP Computer Science A
 - Literature Equivalent: AP Literature and Composition
 - Biology Equivalent: AP Biology, AP Environmental Science

Option 3: Evidence Based Pathway:

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including

- **One of the following:**
 - Attainment of an established score on a SAT subject test, an Advanced Placement Program Exam:
 - SAT Subject Test: score of 630
 - AP program exam: score of 3
 - AP Psychology, AP Microeconomics
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework
 - Attainment of an [industry-recognized credential](#)
 - Successful completion of a concurrent enrollment (dual enrolled course) or postsecondary course; and

- **Two additional pieces of evidence, including:**
 - One or more of the options listed above
 - Satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Option 4: CTE Pathway:

For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study. For further explanation of the CTE Pathway, [please see PDE's Act 6 guidance](#).

Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway Numeric or Non-Numeric Scores

- Algebra I
Proficient or Advanced
- Biology
Proficient or Advanced
- Literature
Proficient or Advanced

Keystone Composite Pathway Numeric Scores Only

- At least 1 Keystone Exam scaled score is **1500 or Greater**
- No Keystone Exam score is **Below Basic**
- The Keystone Exam 3-score composite is **4452 or Greater**
The Keystone Exam 2-score composite is **2939 or Greater**
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

CTE Concentrator
1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Alternative Assessment
1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Evidence-Based
3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
<p align="center">1 Artifact</p>	<p align="center">1 Artifact</p>	<p align="center">3 Artifacts consistent w/student goals <small>ONE or more from Section One No more than TWO from Section Two</small></p>
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p align="center">Section 1</p> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p align="center">Section 2</p> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>

Point/Grade Equivalencies – For students enrolled at 21CCCS for the entire year:

Numeric Percentage	Letter Grade	Grade Point
94 – 100	A	4.0
90 – 93	A-	3.7
87 – 89	B+	3.3
84 – 86	B	3.0
80 – 83	B-	2.7
77 – 79	C+	2.3
74 – 76	C	2.0
70 – 73	C-	1.7
67 – 69	D+	1.3
64 – 66	D	1.0
60 – 63	D-	0.7
Below 60	F	0.0

Final Grades

Final course grades are calculated by averaging quarterly percentages. 21CCCS has adopted a minimum percentage of 50%, which is used in this calculation. Final letter grades will then be determined using our point/grade equivalencies scale.

Grade Point Average (GPA)

Honors and AP (Advanced Placement) courses, due to their higher level of difficulty, will be given additional point credit when calculating grade point averages, as long as the course is passed. While honors credits allow students to earn an additional .25 points, AP allows students to earn an additional .5 points.

Class Rank is only calculated for graduating students and only upon request.

Honor Roll

In recognition of high achieving students, 21CCCS awards the following honors levels at the end of each quarter:

Level	GPA
Distinguished Honors	3.75+
High Honors	3.50 – 3.74
Honors	3.00 – 3.49

In addition to the GPA requirement, all grades earned must be “C” or higher without any “I” (incomplete) grades.

3.9 Academic Advisor

A primary goal of 21CCCS is to help students make the connection between their learning and future goals. In order to best facilitate this, an Academic Advisor is assigned to each student to create personal educational goals and stay on track. The Academic Advisor communicates with parents/guardians to keep them informed of student progress. Open and two-way communication between the Academic Advisor, parent, and student is a component to student success at 21CCCS.

3.10 Parent Teacher Conferences

The purpose of a PTC (parent teacher conferences) is to help support students who have been identified as “academically at-risk.” The procedure used to address the student’s needs starts with a conference with the team, including the student, and a parent/guardian. A support plan will be established to monitor student achievement in all of the student’s classes.

Failure to follow this procedure will result in additional requirements for both the student and his parent/guardian may include a conference in the school’s office.

3.11 Student Assistance Program

The Pennsylvania Student Assistance Program (SAP) is a team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student’s success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.

The core of the Student Assistance Program is a professionally trained team, including school staff and liaisons from community drug and alcohol and mental health agencies. SAP team members are trained to identify issues, determine whether or not the presenting issue lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the issue lies beyond the scope of the school, the SAP team will assist the parent/guardian and student so they may access services within the community. SAP team members do not diagnose, treat or refer to treatment; but they may refer a student to a liaison who may screen or assess for further community-based services and support.

Additional information about the 21CCCS Student Assistance Program can be found in Board Policy #2036. If students or parents have any questions or would like to make a referral to SAP, please e-mail:

sap@21cccs.org

3.12 Special Education

For any student receiving special education services, the paperwork listed below should be sent to the Special Education Department within a minimum of two weeks prior to the start of school. This information is needed to schedule the student's courses and to make necessary accommodations.

Required paperwork includes:

- Current and prior Individualized Education Plan (IEP)
- Current Notice of Recommended Educational Placement (NOREP)
- Most recent invitation to participate in the IEP meeting
- Current evaluation report (if this report is a re-evaluation, the prior and/or initial evaluation must be provided as well)
- Any other documents relevant to the student's special education diagnosis (i.e. psychiatric evaluation, pertinent medical history)

Parents/guardians have the right to request a psycho-educational evaluation for their child if there is a concern that the child is in need of specially designed instruction. Parents/guardians may request, in writing, an evaluation at any time. 21CCCS shall make the "Permission to Evaluate" form readily available for that purpose. If a request is made orally to any professional employee or administrator of 21CCCS, that individual shall provide a copy of the "Permission to Evaluate" form to the parents/guardians within 10-calendar days of the oral request. In all classes, including orientation, all special education students will have their programs and services provided in compliance with their respective IEPs. All identified special education students begin receiving comparable services in accordance with their IEP within ten days of school with 21CCCS.

For more information about procedural safeguards, please click on the link below:

[Procedural Safeguards](#)

21CCCS Child Find Policy

In accordance with Chapter 711 of Title 22 of the Pennsylvania Code and the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et. seq. (“IDEA”), the CEO or their designee shall ensure that children with disabilities, regardless of the severity of their disabilities, who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated. A practical method will be developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade. This is extended to highly mobile children, including migrant children, homeless youth, as appropriate.

For more information about Child Find, please click on the link below and proceed to our Policies:

[Policy 1013 - Special Education](#)

Parents may contact the CEO, or their designee, at any time to request a copy of the Procedural Safeguards Notice or with any other questions about special education services, screenings, policies, or procedures.

Activities

The CEO or their designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend 21CCCS:

- Offer parents/guardians and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents/guardians. Training in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination, are important. Parents/Guardians may also be directed to PaTTAN training opportunities. Parent/Guardian input is to be sought to determine what parent/guardian training is needed/desired.
- Provide access to interested health and mental health professionals, daycare providers, county agency personnel and other professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state.

- Provide information concerning the types of special education programs and services available in and through 21CCCS. Further, 21CCCS will provide information regarding the manner in which parents/guardians can request and access those services.
- Provide or obtain periodic training for 21CCCS's regular education staff and special education staff concerning the identification and evaluation of special needs. Further, provide a provision of special education programs and services available to students with disabilities.
- The public outreach awareness system utilized by 21CCCS shall include methods for reaching homeless children, wards of the state, and highly mobile children, including migrant children.
- 21CCCS shall conduct Child Find activities to inform the public of its special education services and programs and the manner in which to request them.
- 21CCCS's Child Find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify enrolled students who have a native language other than English to ensure that notices and other outreach efforts are available to them in their native language. This is required by law, unless it is clearly and absolutely not feasible to provide such.

Screening

The CEO or their designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation.
- Provide peer support for teachers and other staff members to assist them in working effectively with students using the general education curriculum.
- Conduct hearing and vision screening in accordance with the Public School Code of 1949, for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education, if necessary.
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns: an assessment of the student's functioning in the curriculum, including curriculum-based or performance-based assessments.
- For students with behavioral concerns: a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty.
- An intervention based on the results of the assessments conducted.
- An assessment of the student's response to the intervention, if applicable.
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency.
- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program.
- Activities designed to gain the participation of parents/guardians.
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent/guardian to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, 21CCCS may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

Public Awareness

The CEO or their designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at 21CCCS: 21CCCS shall annually publish a written notice in means accessible to

21CCCS's families. Such notice must be included in 21CCCS's website. The Notice may also be made available in means accessible to the public, such as: at 21CCCS's main office, in 21CCCS's special education office, through local Intermediate Units and/or through other generally accessible print and electronic media, and with the Board meeting minutes. The notice should include a description of: child identification activities, 21CCCS's special education services and programs, the manner in which to request services and programs, and the procedures followed by 21CCCS to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Special education students newly enrolled in 21CCCS with an Individualized Education Plan shall receive services upon enrollment. Within 30 days, the IEP team will meet and determine whether to accept the IEP from the previous placement as is, or write a new one. If the IEP from the previous placement is acceptable, the team will issue a revised IEP and Notice of Recommended Educational Placement. If a new IEP must be written, the special education teacher will schedule an IEP meeting with the student and the parents/guardians. There is no delay in services during this time.

Click below to our Policies for the Annual Notification of Rights under Family Educational Rights and Privacy Act:

[2016-AR-4 - Annual Notification of Rights Under FERPA](#)

3.13 504 Agreements

In compliance with state and federal law, the 21st Century Cyber Charter School will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. To be eligible for Section 504 services, the student must meet the following conditions:

- The student is of an age at which public education is offered in the school.
- The student has a physical or mental disability that substantially limits or prohibits participation in or access to one or more major life activities.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provisions of services to protected handicapped students, contact the school at:

484-875-5400

3.14 Gifted Program

Gifted students often need to be challenged in a specific content area and given the freedom to work at their own pace either through acceleration or enrichment. Very few students are gifted in every subject. Through individualized planning, students can work on many different levels without scheduling conflicts. Gifted accommodations should not be confused with the honors version of a class, as gifted students' needs are addressed by replacing work with differentiated assignments. Any modifications or accommodations are created in conjunction with the development of the student's GIEP.

3.15 Pathways

Many of 21CCCS high school and middle school core subject classes (English, Math, Science, and Social Studies) are designed with Pathways, each with a different level of rigor. **Classes with an asterisk (*) next to the name have Pathways built into the curriculum coursework.** This indicates that those classes have differentiated paths through the curriculum to better serve various groups of learners. Students must select the appropriate Pathway during course selection; however, based upon student performance during the course and with the teacher's approval, students can change Pathways during the course if necessary. In addition, counselors may suggest a particular path based on various student data points, including but not limited to the student's Pennsylvania Value Added Score (PVAAS), periodic benchmark data, performance in content area coursework, teacher recommendation, etc. The school has the discretion to move students to a different pathway based on data.

HIGH SCHOOL:

Many of our high school core courses have four Pathway options: Grade-level, College Prep, Honors, and Advanced Placement.

Grade-Level Pathway is designed for students who are working on grade-level standards. This Pathway provides students with additional resources to enhance the learning experience. This Pathway will be listed as the name of the course with no Pathway title.

College Prep Pathway will complete grade level or above assignments designed to provide mastery of challenging cognitive skills and objectives. This Pathway is designed for students who are achieving success within the grade-level standards and can

demonstrate that they can successfully complete increasingly challenging academic work.

Honors Pathway is designed for students whose skills, past performance, and interests demonstrate that they can successfully complete additional academic work with more rigor than the other Pathways. Honors work may include research and rigorous projects that require extensive reading requirements and analytical thinking. This level requires the student to be responsible, mature, and have strong study skills that enable the student to pursue independent learning. For high school students, upon the successful completion of an Honors Pathway, .25 quality points will be added to the GPA calculation for that course, provided that the student was enrolled in the Honors Pathway or a corresponding honors course at the student's previous school for at least half of the school year.

Advanced Placement Courses

Students who demonstrate an ability and desire to complete rigorous college-level coursework may enroll in Advanced Placement courses. Many colleges and universities award college credit to students who achieve a qualifying score on the Advanced Placement exams. 21CCCS faculty teaches most of our AP courses, so students receive the same personalized instruction 21CCCS provides in other courses. Upon successful completion of an Advanced Placement course at 21CCCS, students will receive .5 quality points added to the GPA calculation for that course. The deadline for enrolling in an AP course for incoming students is the end of September. All work missed must be made up within the quarter.

MIDDLE SCHOOL:

All 21CCCS middle school core subject classes are designed with Pathways, each with a different level of rigor. Students will be placed in Pathways according to teacher recommendations. Pathways are designed to meet student's academic needs throughout the course. Based on how students are performing in their courses, adjustments may be made by moving students in and out of specific Pathways to meet the student where they are at in their learning. It is possible for a student to remain in a Pathway for the full academic school year based on how they are performing in their course work.

Academic Pathway

Academic level Pathways are designed for students who are working on grade-level standards.

Intermediate Pathway

Intermediate level Pathways are designed for students who are achieving success within the grade-level standards and can demonstrate that they can successfully complete increasingly challenging academic work.

Advanced Pathway

Advanced work may include research and rigorous projects that require extensive reading requirements and analytical thinking. This level requires the student to be responsible, mature, and have strong study skills that enable the student to pursue independent learning.

3.16 Honor Societies

21CCCS chapters of the National Honor Society (NHS) and the National Junior Honor Society (NJHS) are duly chartered and affiliated chapters of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet the 21CCCS local chapter needs. Students are selected to become members by the Faculty Council, which bestows this honor upon qualified students each year.

Students in grades 10-12 are eligible for membership in the NHS. Students in grades 6-9 are eligible for membership in NJHS. Scholarship criterion requires a student to have a cumulative grade point average of 3.25 or better on a 4.0 scale. Students who meet the criterion are invited to complete an application, which provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required. Students are encouraged to provide at least ten hours of documented community service in their application.

Students or parents/guardians who have questions regarding the selection process or membership obligations should contact the chapter advisor(s).

3.17 Notification for Sports Team Eligibility

Students who participate on a sports team in their home school district must continue to meet grade requirements to continue participating with the team. In accordance with PIAA eligibility rules for student athletes, students must achieve a passing grade in at least 4 full-credit courses by noon on Friday of each week when school is in session. If a student fails to meet these requirements, he/she will lose participation eligibility until the necessary requirements are met. A student may resume participation on the team one week after meeting the requirement of passing 4-full credit courses. Please contact your local school district for their specific eligibility requirements.

If a school requires weekly grade updates for its athletes, it is the responsibility of the student to request such information each week. Students should submit their requests weekly to counselors@21cccs.org. Students should also include the name and email address of the person at their local school district who should be in receipt of their grades.

3.18 Local College/University Enrollment (Dual Enrollment)

School code 24 P.S. § 15-1525(f) allows cyber charter schools to engage in an agreement with institutions of higher education allowing our students to take a college course that will also meet our high school graduation requirements.

Students may be approved for up to (2) dual enrollment courses per school year. Students must attempt/complete six credits per school year. Graduating seniors may have flexibility with the 21CCCS credit requirement. Please see your school counselor with questions. Qualifying students may complete courses at an accredited Pennsylvania college and/or university to earn credits that may be applied to high school graduation requirements. This means that coursework must satisfy a 21CCCS graduation requirement. It is important to confirm that your child is eligible to pursue classes with the college or university of your choice, as not all colleges allow university enrollment while students are still in high school. In order to participate in dual enrollment at the completion of 10th grade, students must meet the following criteria:

- Student must have a minimum GPA of 3.0, or higher, in their classes.
- Student must obtain approval from the 11th and 12th grade Principal prior to registering for the college course(s)
- A minimum of ten days' notice is required for authorization

While colleges may vary in their withdrawal period, 21CCCS withdrawal period for dual enrolled courses is 25 calendar days. Please check with your prospective college/university for their withdrawal period. Students that withdraw from a dual enrolled course after the withdrawal period, will receive a WF, which calculates as an F on their transcript.

Students interested in taking dual enrollment courses will need prior approval. For approval please email the School Counseling Department at counselors@21cccs.org the following:

- The full course name (including short name with numbers)
- The full course description
- The name of the college/university

The student's school counselor will review the student's transcript and then forward the request to the Principal for approval.

The school will reimburse the full amount per course to cover the cost of tuition, fees, books, and labs when the student successfully completes and earns course credit for dual enrollment courses taken during the academic school year. A passing grade in each course is required for reimbursement. Please note if a student receives a

Withdraw Failure (WF) or drops the course, they will not be reimbursed for the course. Official transcripts and a copy of the paid receipt(s) for the course(s), all fees, and books must be submitted to your school counselor within 15 days of the end of the course(s). Reimbursement amount cannot exceed the amount actually paid to the college/university and book supplier. In calculating the grade earned for a course pursued through a local college or university, an additional .5 grade points will be added to the grade a student earns for that course.

3.19 College Applications and Accompanying Materials

Students requesting letters of recommendation, college application review, or transcript request must make a request via the School Counseling Department. Students must submit requests at least two weeks prior to the college/university deadline. In order to write a detailed recommendation letter, the School Counseling Department will request additional information from the student such as their extracurricular activities, volunteer work, employment experience, etc. Please reach out to your counselor on how to submit this information. Teachers writing letters of recommendation also need advance notice, at least two weeks, prior to the college/university's deadline.

Note that 21CCCS's high school code # is 391348. This is also referred to as an SSD code or CEEB, by colleges. Students will need this code to fill out certain forms, such as college applications and financial aid forms.

3.20 Proctored Testing

The school may, at any time and for any reason, require proctored testing within an hour and a half drive from each student's home. Required proctored test(s) will be given either at 21CCCS or an approved testing site. Positive identification is required. Please contact 21CCCS for additional information. Further, a form of photo identification may be required for students when taking tests such as PSAT at various sites or with proctors. In lieu of student identification, parents/guardians of students may show their ID and identify the student(s). 21CCCS IDs are also available from our school with ten days advanced notice. For more information please contact the main office at 484-875-5400.

3.21 Standardized State Testing

Standardized tests will be administered periodically to students. These may be used to assist with placement and measure improvement and proficiency of specific standards or content. Tests will require travel to testing sites. Travel to PSSA and Keystone testing locations is the responsibility of the guardian. Parents who wish to opt their child out of state testing can submit a request to the Principal to come to 21CCCS to review the assessments to determine if the assessment conflicts with the parents'/guardians' religious beliefs. Parent/Guardian requests must be submitted at least two weeks prior

to the administration of the state assessment. During the on-site review, 21CCCS will protect the validity and integrity of the state assessments. If, after review, the parent/guardian finds the assessment to be in conflict with their religious beliefs, they have the right to submit a written request to the CEO for exemption, stating their objection. Further information about testing can be found in Board Policy #1027.

Testing Medical Disclosure and Medication Administration

If your student requires medication administration during testing, please refer to the medication policy listed under Section 3.1 Health Services.

Pennsylvania State Standardized Assessments (PSSA's)

The Commonwealth of Pennsylvania requires public school students in grades 6, 7, and 8 to take PSSA tests each year. The tests are given to help ensure that every child achieves a certain level of scholastic competency. The PSSA tests are mandatory. Students must make every effort to complete the PSSAs at their assigned testing location during their scheduled testing window.

Testing will be conducted at a variety of sites. It is mandatory for parents/guardians to make arrangements so that their children are present at each testing site on the date scheduled. Efforts will be made to locate a testing site within an hour and a half drive from each student's home, but in some cases, it may be necessary to travel more than an hour and a half. PSSAs are typically given over a three to four day period. The testing timeline is determined by the PA Department of Education and it is non-negotiable. Specific test dates and locations will be emailed to students and parents/guardians in advance of the tests. Testing windows are included on the school calendar.

Pennsylvania Keystone Exams

The Keystone Exams are given at the end of courses and are designed to assess student proficiency. Students are required to take Keystone Exams to demonstrate proficiency in Literature, Algebra I, and Biology. Students must score "Proficient" or "Advanced" on each Keystone Exam. Keystone exam scores will be included on students' high school transcripts. Students who do not demonstrate proficiency in their initial testing will be enrolled in supplemental instruction and are then required to take the Keystone Exam again.

Testing will be conducted at a variety of sites. It is mandatory for parents/guardians to make arrangements so that their children are present at each testing site on the date scheduled. Efforts will be made to locate a testing site within an hour and a half drive from each student's home, but in some cases, it may be necessary to travel more than an hour and a half. Keystones are typically given over a three day period. The testing

timeline is determined by the PA Department of Education and it is non-negotiable. Specific test dates and locations will be emailed to students and parents/guardians in advance of the tests. Testing windows are included on the school calendar.

PSAT/SAT/ACT Tests

PSAT tests are usually taken in a student's sophomore and/or junior year. It is offered once per year in October. The PSAT should be thought of as a practice test for the SAT. Students should have completed a Geometry course to score well on the math section of the test. Merit Scholarships are possible only at the junior level. The PSATs are administered by 21CCCS; sign-up information is emailed to both student and parent emails. SATs are not currently administered by 21CCCS; students need to sign up independently with their home school district for the SATs. Students should register online at www.collegeboard.com to choose a location and time that meets their scheduling needs. 21CCCS students should use CEEB Code 391348.

Advanced Placement (AP) Exams

Students may take AP level courses through 21CCCS. 21CCCS will offer AP exam testing at our West Chester and Murrysville offices for any AP courses on dates established by the College Board. For information on AP exams, visit www.collegeboard.com. 21CCCS will pay for our students to take the AP Exam at our West Chester and Murrysville locations. If the West Chester and Murrysville locations are not convenient to your home, we strongly encourage students to make arrangements to test with their local district upon return from winter break. It is the families' responsibility to pay for the exam if they choose to take the exam elsewhere and 21CCCS will reimburse the cost with the required receipt of payment.

3.22 Benchmarking

Teachers at 21CCCS utilize benchmarking tools, which allow students to demonstrate their learning in the subjects of math, English and science, throughout the course of the school year. These assessments are given several times a year and they are mandatory. The results from these assessments are used to best individualize and supplement student learning, in an effort to guide and accommodate student success.

3.23 Summer School

21CCCS may offer a limited number of summer school courses as an opportunity for advancement of original or credit recovery. Please consult with the School Counseling Department for course recommendations and pre-approval. Summer school costs are the responsibility of the student and they are non-refundable once summer school begins. The fees for the 2023-2024 school year will be as follows:

For 21CCCS Students – 2023

- \$300 / One Credit Course
- \$200 / Half Credit Course
- \$150 / One & Half Credit Courses (Free & Reduced Lunch Students)
- \$150 / One & Half Credit Courses (Potential Graduates)
- \$20 – Shipping Cost (Books or Equipment)
- Act I Students – No Charge

For Non-21CCCS Students – 2023

- \$400 / One & Half Credit Courses

3.24 Transfer Grades

Quarter grades will be transferred to 21CCCS when a student enrolls to our school mid-year and has completed a quarter, or multiple quarters at their previous school. If the quarter grade documented is a percentage, the percentage will transfer as-is to 21CCCS. If the quarter grade documented is a letter grade only, the grade will transfer as the highest percentage associated with that letter grade provided by the sending school. If a percentage grade scale is not provided by the sending school, 21st Century Cyber Charter will use our grade scale to calculate the percentage. A letter grade of an F, with no associated percentage or with a percentage below 50%, will transfer as a 50%.

In some cases, quarter dates are not aligned between the sending school and 21CCCS. In this scenario the grades at the time of withdrawal from the sending school will be used as the final quarter grade.

3.25 Transfer Credits

Transfer credits are considered and evaluated from each individual school a student has attended. Separate official transcripts from each school attended must be in the student's file to ensure proper grade level, course selection, and ability placement.

21CCCS uses a quarter system for credits. Therefore, transferred credits from other schools are adjusted as follows:

- Credit below .25 is adjusted to .25 credits
- Credit between .26 & .49 is adjusted to .50 credits
- Credit between .51 & .74 is adjusted to .75 credits
- Credit between .76 & .99 is adjusted to 1.0 credit

Credit for home-schooled students will be given based on appropriately supplied documentation provided to 21CCCS prior to enrollment. This documentation should include home-school evaluations as well as course descriptions. This information must be supplied prior to the start of classes.

When the content of a transferred course is questioned, the parent/guardian should make further course details available or provide the phone number/contact for the previously attended school for clarification. Credit may be awarded for a course as an elective if it does not meet 21CCCS course requirements.

3.26 Working Papers

Working papers are needed for after school and summer jobs. They are issued by the student's home school district, not 21CCCS. The hours during which and the conditions under which minor children may be employed are contained in the Pennsylvania Child Labor Law, Act of 1915, P.L. 286, No. 177 and amendments.

Students who fall behind in any of their classes or have a "C" average or below, are strongly advised to complete all courses successfully in order to move to the next grade, rather than work outside of school. Students who work must adjust their work schedule to meet class requirements.

3.27 Field Trips

21CCCS believes that social interaction is part of a well-rounded school experience. With that in mind, students and their families are encouraged to attend as many field trips as possible. Completing an RSVP request by the date indicated by field trip advisers ensures that 21CCCS has a sufficient amount of supplies, necessary event space, and 21CCCS staff member participation. If payment is required receipt of payment is necessary to confirm your RSVP. If a parent/guardian does not RSVP by the given deadline, space availability cannot be guaranteed. Parents/Guardians who supervise children other than their own must provide 21CCCS the required the FBI clearance, PA Child Abuse Clearance, and State Police Clearance before participating in any school-related or school-sponsored activity as a volunteer. Additional information about field trip rules and regulations can be found in Board Policy #1021.

Acceptable Behavior on Field Trips and School Events

- Students will be held responsible for compliance with Board policies and 21CCCS rules.
- Student participation at school events requires written parental/guardian consent.

- In order to ensure the safety of students and comply with Pennsylvania child abuse laws, students must remain under the supervision of only their parent, guardian, or a 21CCCS staff member.
- Students over the age of 18 may attend a school event without a parent/guardian or chaperone, but must sign and turn in a permission slip/waiver to do so.
- Students should dress appropriately for the climate and venue of the field trip. In addition, students may be requested to wear a 21CCCS provided T-shirt for safety and accountability purposes.
- Additional rules of acceptable conduct will be determined and communicated by School Administration prior to events. Students must agree in writing before participating in the event (through the permission slip).
- Failure to comply with established rules may result in students being asked to leave the event. Depending upon the magnitude of the infraction at the event, students may be subject to additional disciplinary action.
- If a student requires medication, a school nurse, parent/guardian or designated chaperone must carry and administer it. An authorization for school medication administration must be completed and returned. Additional information about medication, including use of asthma inhalers and epinephrine auto-injectors can be found in Board Policy #2010.
- Children under the age of 10 are not permitted to attend school-sponsored field trips without prior permission from administration.
- 21CCCS reserves the right to refuse permission to attend one or more field trips if a student is not reasonably up to date on their school work and/or in violation of 21CCCS policies and procedures.

3.28 School Counseling Services

All students have access to their school counselor each school day. Parents and students can contact their counselor via phone, email or in the Counseling VO for assistance with academic achievement, personal/social concerns and career planning.

What do School Counselors Do?

School counselors serve a vital role in maximizing student success. Through leadership, advocacy and collaboration, we strive to promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe

learning environment, work to safeguard the human rights of all members of the school community and address the needs of all students.

Responsibilities of your School Counselor

- Academic Guidance-Scheduling and course selection, transitioning, college and post-secondary planning, as well as career exploration
- Working with students individually and in groups on social, emotional and academic concerns
- Crisis intervention and provider community resources as needed
- Collaboration with families to increase student achievement

What is the difference between an Academic Advisor and a School Counselor?

Academic Advisors provide updates on progress throughout the year, help students create personalized weekly schedules to foster academic success, promote different activities going on at 21CCCS, and help answer any questions that families might have while enrolled.

Your Academic Advisor collaborates closely with your School Counselor regarding any concerns or barriers that may be interfering with your student's education. Together, they come up with specific prevention and intervention plans that will help your student succeed. Your School Counselor is easily accessible for questions regarding credits, classes, graduation, post-secondary planning, as well as academic or personal concerns.

Confidentiality

Information revealed by a student to a school counselor in the course of their professional duties is privileged. Generally, it cannot be divulged in any legal proceedings, civil or criminal, without the consent of the student, or if he/she is a minor, their parents. However, such information may be revealed to the student's parents, teachers, principals or referred to appropriate law enforcement agencies if there is the threat of harm to the student or others.

3.29 NCAA-National Collegiate Athletic Association

It is the student's responsibility to ensure they meet the NCAA guidelines for eligibility. The Counselor is here to answer any questions and assist in scheduling needs. The student needs to notify their counselor prior to their first year of high school or upon

transfer to 21st Century Cyber Charter High School to ensure they are scheduled for NCAA approved courses.

Are NCAA eligible courses asynchronous?

NCAA eligible courses are asynchronous, but students are not permitted to move beyond quarter deadlines. NCAA students may be randomly selected to take tests in a proctored environment. This is to comply with NCAA's rules regarding authenticating student athlete assessments. If chosen, students have the choice to take their proctored assessment in the following ways:

- With a teacher at either the West Chester or Murrysville office.
- At a local library, with arrangements made by the school and the local library to assure proper proctoring.
- At home, with the computer camera on so a teacher can virtually proctor his or her exam.

If a student is selected, he or she will be contacted by the school to arrange the proctored exam.

When should I apply?

Students should apply any time after their sophomore year to ensure ample time for processing and record keeping.

Who should apply?

Anyone who has even the remotest thought of competing in athletics at the college level should apply.

How do I apply?

- Register on the NCAA Eligibility website and fill out the NCAA Domestic Student Release Form by going to www.eligibilitycenter.org
- Request your transcript to be uploaded onto the NCAA Eligibility site by your school counselor.
- Arrange for all SAT/ACT scores to be sent directly to the NCAA from either/both testing services. The NCAA's code for SAT/ACT score requests is 9999. Go to www.collegeboard.org for SAT scores and/or www.actstudent.org for ACT.

What is the NCAA Initial Eligibility Center?

The NCAA Initial Eligibility Center is a governing board that was established by NCAA (National College Athletic Association) institutions in 1993. Its primary function is to ensure the consistent application of NCAA initial eligibility requirements and acts as the sole certification authority of student athletics for participants in Division I and II athletics.

3.30 Review of Instructional Materials

A written request must be sent to the appropriate school level principal. Upon receipt of a request from a parent/guardian or student, 21CCCS will make available existing information about the curriculum, including academic standards to be achieved, instructional materials, and assessment techniques. The request must set forth the specific material being sought for review. Additional information and details about reviewing instructional materials can be found in Board Policy #1005.1.

Mrs. Erika Laidlaw (Middle School Principal) elaidlaw@21cccs.org
Dr. Nora Wheeler (High School Principal, Grades 9-10) nwheeler@21cccs.org
Dr. Monica Frank (High School Principal, Grades 11-12) mfrank@21cccs.org

3.31 Exemption from Instruction

Parents/Guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs, in accordance with applicable law and regulations. Further information can be found in Board Policy #1005.2

3.32 English as a Second Language (ESL) Program

21CCCS provides all students whose dominant language is not English equal access to a quality education under 22 PA. Code 4.26. Students identified as English Language Learners receive a bilingual/bicultural and English language development program that is on grade level, content focused, and research-based. Program details, including testing and opt-out options, can be found in Board Policy #1038.

SECTION 4: COMMUNICATION & EQUIPMENT

4.1 Communication

Communication between the student, parent/guardian, and school is extremely important. As a cyber school, the primary method of communication is through electronic formats such as email, Remind and the student information system.

Student Expectations

- Students are required to check their email and to reply to emails from school personnel on a daily basis.
- Students are expected to use proper English and grammar in their email communications with 21CCCS staff. This means emails must:
 - Clearly communicate necessary information.
 - Avoid the use of slang, texting, or other shorthand.

Parent/Guardian Expectations

- School personnel will use the personal e-mail account provided upon enrollment to communicate with parents. If parents change e-mail accounts, they must immediately notify 21CCCS so that records are accurate and communication is not interrupted.
- We recommend that parents regularly check for e-mails and/or messages in the parent portal of the student information system for communications from school personnel as we will regularly use these tools to communicate student progress, including report cards.

4.2 School Issued Equipment

All students across all grades are issued a laptop and an iPad. Students are required to use these devices for their school work. School computers and iPads are equipped with all hardware and software needed by students. Computers and other equipment will be supplied under signed agreement from guardians. It is recommended that families work with their insurance company to insure all school equipment against damage or loss under a family's homeowner's or renter's insurance policy.

Families will be responsible for the costs of repair or replacement of school issued equipment, including any freight costs incurred. Damaged devices must be returned within one week from the date the damage was reported to the Technology Department.

School computers will be outfitted with software to enable school officials to remotely monitor and administer the computer. 21CCCS shall not remotely access any webcam or video camera on any computer or electronic device issued to a student without obtaining prior written permission from the parents/guardians (or student if age 18 or older). 21CCCS issued devices are configured with a content filter enabled to block inappropriate content in accordance with the Children’s Internet Protection Act (CIPA). In addition, all devices are under enrollment in a mobile device management (MDM) solution. This service is used to install software, apply updates, and provide additional device restrictions. It is a violation of school rules and school board policies to circumvent these solutions.

Technology Optional Insurance

The technology devices provided by 21st Century Cyber Charter School are expensive devices that require students to follow usage guidelines and use caution when handling the devices. All students are assigned a MacBook Air and an iPad. A charger is also provided for each device. It is the student’s responsibility to care for the devices and any accessories. **The technology optional insurance is highly recommended, but not required.** The annual fee covers the cost of repairing devices. Fees are capped at a maximum of two fees per household. The optional insurance cost for the current school year is as follows:

Per Student Cost	Per Student Cost Qualifies for Reduced Lunch Status	Per Student Cost Qualifies for Free Lunch Status	Per Student Cost Opt Out
\$25	\$10	\$0	\$0

If the MacBook Air or iPad is stolen or lost, including as a result of fire or other natural disaster, you must notify the school immediately and file a police report for stolen devices. It is highly recommended to add the devices to your homeowners or renters insurance policy. The student will be responsible for the cost of stolen or lost devices at the respective fee:

MacBook Air	\$699.00
MacBook Air Charger	\$72.00

iPad	\$294.00
iPad Charger	\$19.00
iPad Lightning Cable	\$19.00

Should there be any damage to the devices, it must be reported within 24 hours and the Technology Department will determine if the damage was deliberate/negligent or as a result of deterioration from use. Any damage caused deliberately or by negligence will be classified as vandalism. Students will be billed for repairs caused by vandalism and disciplinary action may occur. The optional insurance covers the first incident of the school year, including damage due to negligence or vandalism. Subsequent incidents will incur a deductible based on the tier of damage.

Important Notes:

- The optional insurance **MUST** be paid prior to an incident occurring. It will not be applied retroactively.
- If the damage involves multiple tiers you will be charged the highest of the tiers.
- Examples of negligence or vandalism include, but are not limited to:
 - Lying or misrepresenting information on the damage reported
 - Not reporting damages on time
 - Damage caused by drops, falls, collisions, or liquid spills

The following shows deductible costs based on tier and type of damage.

Device Type	Damage Tier	Type of Damage	Subsequent Incident Cost with Tech Fee	ANY Incident Cost WITHOUT Tech Fee
MacBook Air	Tier 1	Internal Components, Cables, Connectors, etc.	No Charge	Up to \$15.00
MacBook Air	Tier 2	Trackpad	\$15.00	\$45.00
MacBook Air	Tier 2	Wireless Card	\$20.00	\$60.00
MacBook Air	Tier 2	Bottom Case	\$23.00	\$70.00
MacBook Air	Tier 3	Battery	\$33.00	\$100.00
MacBook Air	Tier 3	Top Case w/Keyboard	\$60.00	\$180.00

MacBook Air	Tier 4	SSD	\$73.00	\$220.00
MacBook Air	Tier 4	LCD Display	\$103.00	\$310.00
MacBook Air	Tier 4	Logic Board	\$103.00	\$310.00
iPad	Tier 1	Home Button	No Charge	\$5.00
iPad	Tier 1	Front/Back Camera	No Charge	\$5.00
iPad	Tier 1	Speakers	No Charge	\$5.00
iPad	Tier 1	Headphone Jack	No Charge	\$5.00
iPad	Tier 2	Digitizer	\$12.00	Up to \$35.00
iPad	Tier 2	LCD Screen	\$46.00	Up to \$140.00
iPad	Tier 2	Battery	\$6.00	\$20.00

Insurance can be purchased online via Moodle. [Click here](#) to register or sign in to the payment portal. Check payment may be sent to:

21st Century Cyber Charter School

Attn: Business Office

1245 Wrights Lane

West Chester, PA 19380

No cash will be accepted.

International Travel

All students, parents/guardians are required to notify and obtain the prior written consent of the CEO before using school-issued devices or accessing 21CCCS internet resources or accounts while traveling outside of the United States of America.

Students interested in traveling during the school year must complete the International Travel Form at least one week prior to the scheduled trip. A copy of the form can be found under Section 5 of this Handbook. Please be sure to communicate with your teachers regarding your travel to allow them time to provide you with necessary access to class assignments.

4.3 Acceptable Use of School Equipment & Accounts

21CCCS employs technology protection measures to filter Internet sites and to control the installing of software applications by students in accordance with 21CCCS' Acceptable Use Policy #6015 and/or pursuant to the Children's Internet Protection Act (CIPA). At a minimum they are meant to block and protect against visual depictions that are obscene, illegal, pornographic, child pornographic, and/or harmful to minors as well as internet/computer resource access to such material. If users find a website deemed inappropriate, such website must be reported to the Technology Department. After review of the site, appropriate steps will be taken to block inappropriate content from users. Technology protection measures are not foolproof, and 21CCCS does not warrant the effectiveness of Internet filtering except to the extent expressly required by federal and state laws. Evasion, disabling, or attempting to evade or disable a technology protection measure installed by 21CCCS is prohibited. 21CCCS shall not be held responsible when a student or other user knowingly or willingly accesses inappropriate material or communicates or shares such materials with others. For additional information, please see the Acceptable Use Policy.

Students are required to use provided technology and access accounts supplied by the school responsibly. Devices should not be used for non-school-related purposes. 21CCCS will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted with school accounts or equipment. This means assisting governing bodies by surrendering electronically obtained information from school-issued devices or student accounts. Disciplinary actions for equipment or account misuse may be taken at any time and will be tailored to meet specific concerns related to the violation. The purpose of this policy is to assist the student in gaining the self-discipline necessary to behave appropriately in both our cyber school environment and within the community. Students can be disciplined for violations of the Acceptable Use Policy pursuant to Section 2.12 of this Handbook up to and including a recommendation of expulsion to the Board of Trustees. For additional information, please see the Acceptable Use Policy.

21CCCS may need to create accounts in online learning systems that would be in conjunction with the assigned courses for students under the age of thirteen. The accounts are created using the student's first and last name and no other personal information.

The following uses of school-issued devices, internet resources, or accounts are considered unacceptable:

1. To facilitate illegal activity, including unauthorized access and hacking.
2. Evasion, disabling, or attempting to evade or disable a technology protection measure installed by 21CCCS.

3. To engage in commercial, for-profit, or any business purposes, except where such activities are otherwise permitted or otherwise authorized.
4. Non-work or non-school-related work.
5. Product advertisement or political lobbying.
6. Production or distribution of hate mail, unlawfully discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. To access or transmit material that is harmful to minors and/or users, indecent, obscene, pornographic, child pornographic, or terroristic, or that advocates the destruction of property.
9. Use of inappropriate language or profanity.
10. To transmit material likely to be offensive or objectionable to recipients.
11. To intentionally obtain or modify files, data, and/or passwords belonging to other users or integral to system and network operations.
12. Impersonation of another user, anonymity, and/or use of pseudonyms.
13. Installing or use of unauthorized games, programs, files, or other electronic media.
14. To disrupt the work of other users.
15. Destruction, modification, or abuse of technology resources and peripheral hardware or software.
16. Relocation of 21CCCS hardware without prior administrative consent.
17. Quoting personal and/or private communications in a public forum without the original author's prior consent.
18. To access or use any form of non-21CCCS electronic mail on 21CCCS technology resources unless authorized by the CEO or the CEO designee.

19. Using the network to participate in online or real-time conversations unless authorized by the teacher/administrator for the purpose of communicating with other classes, students, teachers, experts, and/or professionals for educational purposes.
20. Using a disk, removable storage device, or CD/DVD, brought into 21CCCS from an outside source that has not been properly scanned for viruses or authorized for use by a teacher/administrator in accordance with 21CCCS established procedures.
21. To discriminate against, advocate violence against, harass, intimidate, bully, or cyber bully others.
22. To send unsolicited or forwarded e-mails and chain letters to persons (“spamming”).
23. Using “spoofing” or other means to disguise user identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, social networking sites, instant messages, e-mail systems, chat groups, chat rooms, or other technology resources.
24. To send, transmit, or otherwise disseminate proprietary data, trade secrets, or other confidential information of 21CCCS.
25. To post or allow the posting of personal information about oneself or other people on the technology resource unless authorized in advance by the CEO. Personal information includes address, telephone number (including home, work, and cell phone numbers), school address, work address, pictures or video bites, clips, and so forth.
26. To refer to or attempt to refer to 21CCCS or its employees, agents, trustees, parents, or students in any electronic communication, posting, blog, website, e-mail, or social networking site, without written authorization from the CEO.
27. To access or transmit gambling, pools for money, or any other betting or games of chance.
28. Using technology resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
29. Using technology resources to post, share, or attempt to post or share information that could endanger an individual or cause personal damage or a danger of service disruption.

30. Indirectly or directly making connections that create “back doors” to 21CCCS, other organizations, and community groups, etc., that allow unauthorized access to the technology resources or 21CCCS.

31. Use of school-issued devices or 21CCCS internet resources or accounts outside of the United States of America without the prior written consent of CEO.

If a user inadvertently accesses unacceptable materials or internet sites, the user must immediately contact an appropriate 21CCCS official, such as the Principal or the IT Director, to disclose the access of said material. This disclosure may later serve as a defense against an allegation that the user had intentionally violated the Student Code of Conduct and/or other applicable 21CCCS policies. For additional information, please see the Acceptable Use Policy.

Although 21CCCS takes precautions to protect students from inappropriate sites, ultimately, it is the responsibility of the student and parents/guardians to ensure that school devices are used only for appropriate school use.

Finally, students who become aware of potential security issues are responsible for reporting them immediately to the Technology Department. For additional information, please see the Acceptable Use Policy #6015.

4.4 Electronic Searches

By using 21CCCS’ network and technology resources, all users are expressly waiving any right to privacy and consenting to have their electronic communications and all other use accessed, reviewed, and monitored by 21CCCS in accordance with 21CCCS Policies and Procedures. A user account with e-mail access will be provided to authorized users only on the conditions that the user consent to interception of or access to all communications accessed, sent, received, or stored using 21CCCS technology and sign this policy. For additional information, please see Board Policy #2026 and the Acceptable Use Policy.

Electronic communications, downloaded material, and all data stored on 21CCCS technology resources, including files deleted from a user’s account, may be intercepted, accessed, or searched by 21CCCS administrators or designees at any time in the regular course of business to protect users and 21CCCS equipment. Any such search, access, or interception will be reasonable and shall comply with all applicable laws. For additional information, please see Board Policy #2026 and the Acceptable Use Policy.

School Issued Equipment Search

School officials retain the right to electronically inspect and enter school-issued devices and accounts at any time for any reason, using remote management software installed

on all devices. The software must remain enabled and the device must remain accessible at all times. For additional information, please see Board Policy #2026 and the Acceptable Use Policy.

21CCCS shall not remotely access any webcam or video camera on any computer or electronic device issued to a student without obtaining prior written permission from the parents/guardians (or student if age 18 or older).

Parent/Guardian Access

Parents/guardians are granted credentials to access both the learning management system Parent Portal and the student information system Parent Portal. Parents/guardians may request passwords to student accounts from school personnel.

Illegal or Prohibited Materials

Illegal or prohibited materials discovered during a student search may be used as evidence against a student in a school disciplinary proceeding or legal hearing. As appropriate, 21CCCS may contact law enforcement agencies in response to any such discovery.

4.5 Assistive Technology

To request assistive technologies, please contact:

Director of Special Education
484-875-5453

4.6 Internet Access and Reimbursement

All students are entitled to Internet access reimbursement unless equipment, books, or other materials are owed to the school. Reimbursements will be made twice a year. Reimbursement rates are as follows for one or the other:

Type of Service	Amount Reimbursed
Using a school provided ISP service	Service provided by 21CCCS
Using alternate service (Comcast, Verizon, Satellite, etc.)	Up to \$45/month (August & June to be prorated) per family (unless proof can be shown that the only available access in their area is greater than \$45) for the months of August through June.

Reimbursement Schedule

Reimbursements will be issued twice a year on January 30th and July 31st. No reimbursement will be made unless requests are complete and received physically by specified deadlines.

Reimbursement Period	Months Covered	Documentation Required	Date Due to Office to Qualify for Reimbursement (Postmark not accepted)
Period 1 (Paid by January 30 th)	August (pro-rated) September October November December	1. December internet services complete bill (<i>See Example A Below</i>) indicating that the previous charges have been paid in full by the deadline. (<i>See Example B Below</i>) 2. Correct & Complete Reimbursement Request Form	January 15 th

*Example A
(Internet Services Complete Bill)*

BUNDLED SERVICES		
This section displays the monthly charges and services included in your bundle.		
Date	Description	Amount
11/30 - 12/29	Internet/Phone Package 100 Mbps Internet Service, Ultra Feature Package, Unlimited Nationwide Calling	75.00
		\$75.00

Example B (Previous Charges Have Been Paid in Full by Deadline)

PREVIOUS CHARGES	
Previous Balance	100.34
Payments Received	-100.34 CR
Balance Forward	0.00

Reimbursement Period	Months Covered	Documentation Required	Date Due to Office to Qualify for Reimbursement (Postmark not accepted)
Period 2 (Paid by July 31 st)	January February March April May June (pro-rated)	May or June internet services complete bill (<i>See Example A Below</i>) indicating that the previous charges have been paid in full by the deadline. (<i>See Example B Below</i>) 2. Correct & Complete Reimbursement Request Form	July 15 th

Example A (Internet Services Complete Bill)

Item	Price
Wireless Plus 25 Apr 28th, 2022 - May 27th, 2022	\$65.00

OR

Details of Charges	
Includes discounts shown on page 2.	
Services & Equipment	
Services	
Fios Internet 50/50	49.99
Discounts	
Mobile + Home Level 2	-5.00
Mobile + Home Bonus	-5.00
Subtotal	\$39.99 6/1-6/30
Total Due	\$39.99

*Example B
(Previous Charges Have Been Paid in Full by Deadline)*

PREVIOUS CHARGES	
Previous Balance	100.34
Payments Received	-100.34 CR
Balance Forward	0.00

****If this schedule creates an economic hardship please contact your School Counselor.**

****If you withdraw prior to the reimbursement period, to receive reimbursement for the months that you were enrolled at 21CCCS, you must submit your most recent paid bill and Reimbursement Request form within 30 calendar days of your withdrawal. 21CCCS only reimburses for internet use during the regular school year, August to June (unless the student receives Special Education Extended School Year services).**

Requesting Reimbursement

1. Complete and sign the Internet Reimbursement Form (attached to this handbook).
2. Email your completed Internet Reimbursement Form, your complete bill for December or May/June services showing the previous balance in full to studentinternet@21cccs.org by the required deadline (January 15th and July 15th).

Please note, with consent and enrollment, internet reimbursement payments can also be made via ACH Direct Deposit. See appendix for the necessary Accounts Payable Direct Deposit Agreement Form. Completed forms should be emailed to ACHAccountsPayableDD@21cccs.org.

Services Provided by 21CCCS

Families' internet service account must be in their name and address, not 21CCCS. Please call the provider when there is a problem with the connection to troubleshoot. In many cases, service shuts down temporarily for maintenance and only the provider has that information.

If for any reason internet service is not working properly, students have 24 hours to notify the Technology Department.

The Technology Department will notify the student's instructors of the problem. Students may not use internet problems as an excuse for not submitting work.

4.7 Equipment and Material Returns

Within 3 days of receipt of shipping labels from 21CCCS, the parent/guardian must return the school-issued computer, iPad, power adapters, hardware or peripherals, textbooks, CDs, and any other materials issued to the student to 21CCCS. Original packaging and all accompanying documentation and accessories must be returned as well. Families will be billed for damaged and/or missing items. Students may be denied participation in the graduation ceremony if they have not returned all school equipment and materials. Internet reimbursements will not be made if equipment, books or other materials are due to the school.

Students returning to 21CCCS for the following school year may keep their devices over the summer unless a return is requested.

4.8 Unpaid Bills

Until all outstanding financial obligations due to 21CCCS are paid in full, students who have received the necessary graduation credits will not be permitted to walk and/or participate in any graduation ceremonies (but will still receive a diploma). A fee of \$40 will be assessed for each check returned by the bank for insufficient funds.

Internet reimbursements will not be made if equipment, or books or other materials are due to the school.

21CCCS reserves the right to submit unpaid bills to a third party company for debt collection. All fees and costs incurred associated with the collection of an unpaid bill will be the responsibility of the parent/guardian.

SECTION 5: FORMS & ATTACHMENTS

2023-2024 School Year Calendar
Internet Reimbursement Form
Accounts Payable Direct Deposit Agreement Form
International Travel Form
Drop Course Form

The below forms should have been signed at the time of enrollment (new students) or re-enrollment (returning students). For reference purposes, the forms can be viewed on Page 83 of this Handbook. Please note that a signature is needed to be provided in order for your enrollment or re-enrollment to be complete.

Acceptance of Student/Parent Handbook Form
Acceptable Use and Internet Safety Policy

2023-2024 School Year Calendar

Board Approved: 4/11/23

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
3,4	School and Offices Closed
7	WFH Day Optional for 260 Day Staff
14,21,28	Summer Schedule: Offices Closed

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January	
1	School and Offices Closed
10	2nd Marking Period Ends
11,12	Transition Day; Students Not In Session
15	School and Offices Closed
16	3rd Marking Period Starts
24	Report Cards Issued Q2

August 2023						
Su	M	Tu	W	Th	F	Sa
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
4, 11, 18	Summer Schedule: Offices Closed
7,8,9	New Teacher Orientation
14-16 & 21-22	Teacher PD
23	First Student Day
23,24,25	School Wide Student Orientation
28	1st Marking Period Starts

February 2024						
Su	M	Tu	W	Th	F	Sa
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

February	
16	Teacher PD; Students Not In Session
19	School and Offices Closed

September 2023						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September	
4	School and Offices Closed
8	Half Day Students 7:30-11:30; PM Staff PD
22	Teacher PD; Students Not In Session
25	School Not in Session for Students/Teachers (Offices Open)
25	WFH Day Optional for 260 Day Staff

March 2024						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March	
5	Half Day Students 7:30-11:30; PM Staff PD
20	3rd Marking Period Ends
21, 22	Transition Day; Students Not In Session
25	4th Marking Period Starts
25-28	Parent Conferences (Full Student Day)
29	School and Offices Closed

October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October	
9	School Not in Session for Students/Teachers (Offices Open)
17	Half Day Students 7:30-11:30; PM Staff PD

April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April	
2	Report Cards Issued Q3
4	Half Day Students 7:30-11:30; PM Staff PD
22-26	PSSA Testing Window

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November	
1	1st Marking Period Ends
2,3	Transition Days; Students Not In Session
6	2nd Marking Period Starts
10	Report Cards Issued Q1
20,21,22	Half Day Students 7:30-11:30; PM Parent Conference
23,24	School and Offices Closed

May 2024						
Su	M	Tu	W	Th	F	Sa
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May	
13-17	Keystone Exam Testing Window
27	School and Offices Closed

December 2023						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December	
12	Half Day Students 7:30-11:30; PM Staff PD
22 & 25-29	School not in Session for Students/Teachers
22 & 27-29	School not in Session for Students/Teachers (Offices Open)

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June	
3	Last Student Day; 4th Marking Period End
4 & 6	Graduation - West Chester (4th), Murrysville (6th)
5	Transition Day (Students not in Session)
7	Floating Holiday (make-up day)
12	Report Cards Issued Q4
14,21,28	Summer Schedule: Offices Closed





INTERNET REIMBURSEMENT FORM

Student ID #: _____ Today's Date: _____

Student's Full Name: _____

List Additional Student Names and IDs: _____

Name on Internet Service Provider Bill: _____
(This person will receive the reimbursement amount and must match the name on the attached ISP invoice.)

Signature: _____

Address: _____

Home Phone #: _____

Which reimbursement period are you requesting (circle one):

Period 1 (Due to office by January 15th)

Period 2 (Due to Office by July 15th)

Important Guidelines

- Please attach a complete bill for December's internet services (Period 1) or May/June's internet services (Period 2) that indicates your previous charges have been paid in full by the deadline.
- Please verify that the appropriate bill is attached based on the guidelines. Board Policy #1040.
- **Reimbursement requests will be declined if requests are received in the office past the deadline.**
- The internet service address must match the student's residency on file.
- Reimbursement will be made to the name and address that appear on the bill submitted. Exceptions to this procedure will require written authorization from the Business Administrator.
- Reimbursement will only be made during the regular school year, August - June.
- Email your completed Internet Reimbursement Form, your complete bill for December or June services showing the account is paid in full to studentinternet@21cccs.org by the required deadline (January 15th and July 15th).



**Accounts Payable Direct Deposit Agreement Form
Authorization Agreement**

21st Century Cyber Charter School is hereby authorized to make ACH deposits of payments to the bank account at the financial institution named below. In the event of changes to the bank account information below, 21st Century Cyber Charter School must be provided with advance notice to allow reasonable time for the changes to be executed. In the event that an incorrect amount should be entered in the account below, our bank and 21st Century Cyber Charter School are authorized to make the appropriate adjustment.

Furthermore, 21st Century Cyber Charter School will not be responsible for any delay or loss of funds due to incorrect or incomplete information supplied by the signer(s) below or by the financial institution named below, or due to an error on the part of the financial institution named below in depositing funds to the account.

This authority will remain in effect until 21st Century Cyber Charter School has been given written notice of termination or until 21st Century Cyber Charter School has notified the organization named below that this service has been discontinued.

Account Information

Name of Organization: _____
Name of Financial Institution: _____
Routing Number: _____
Account Number: _____
Type of Account: Checking / Savings (choose one): _____
Email Address for Deposit Notification: _____

Signature

Printed Name & Title (Primary): _____
Authorized Signature: _____
Printed Name & Title (Joint): _____
Authorized Signature: _____

**Please attach a VOIDED CHECK or DEPOSIT SLIP and return this form to:
Email : ACHAccountsPayableDD@21cccs.org**



INTERNATIONAL TRAVEL FORM

Please complete and submit this form one week prior to your travel date. You can email, or mail it to our West Chester location.

Student Name: _____ Grade Level: _____

Date Leaving: _____

Date Returning: _____

Country Traveling to: _____

Reason for travel: _____

International Contact Information (name, address, phone number, etc.):

Please use the following checklist to prepare for your travel prior to travel date:

- issued device(s) are functional
- cable(s) are functional
- have a voltage converter if needed
- notified teachers and administrators regarding your travel
- check with your home insurance provider if they would cover loss or damage of device(s) while on your trip

- Check for internet access. Web filters may prevent access due to local government regulations. As a result, you may experience difficulty completing your work in a timely manner.

During your travel Tech Help Desk may be delayed in providing technical support due to the time difference. It is important for you to check all applications on your laptop and iPad that would be used for completing assignments prior to traveling.

Please note that you are responsible for the school issued device(s) while you are on your trip. In the event your device is stolen, please file a police report and provide a copy of the report to 21st Century Cyber Charter School.

Important contact information you should have with you during your travel:

- School Phone and Fax Number
- School Mailing Address
- Email contacts (Principal, Guidance, and Teachers)

Parent Signature

Date

Student Signature

Date

Principal Signature

Date



DROP COURSE WITHOUT PENALTY FORM

You are requesting to drop a course with it being removed from your transcript without any penalty after the 10 day add/drop period. Please complete and submit this form for approval from our Principal. You may email the form to your academic advisor, or print it out and mail it to our West Chester location. (1245 Wrights Lane, West Chester, PA 19380)

Student Name: _____ Grade Level: _____

Course To Be Dropped: _____

Reason(s) for Request: _____

Extenuating Circumstance (if applicable): _____

Parent Signature

Date

Student Signature

Date

Principal Signature

Date



Annual Student Parent Handbook and AUP Form

Acceptance of Student/Parent Handbook Form

The Student/Parent Handbook can be accessed on our website under the Menu.

Signing this form confirms that: We have received and read the Student/Parent Handbook:

[Acceptable Use and Internet Safety Policy](#)

Parent/Guardian Signature

Parent/Guardian Name (printed)

Date

Acceptable Use and Internet Safety Policy

The Acceptable Use and Internet Safety Policy can be accessed on our website by using the link provided below:

By signing below, I agree to abide by the Acceptable Use and Internet Safety Policy and understand that failure to follow all rules as explained in this document may result in the loss of my and my child's privileges to Technology Resources; disciplinary action, including student disciplinary action up to and including expulsion from 21CCCS; charges for damages; and civil or criminal penalties.

Parent/Guardian Signature

Date

1245 Wrights Lane
West Chester, PA 19380

Phone (484) 875-5400
Fax (484) 875-5404

PENNSYLVANIA CHILD ABUSE HISTORY CERTIFICATION

Type or print clearly in ink. If obtaining this certification for non-volunteer purposes or if, as a volunteer having direct volunteer contact with children, you have obtained a certification free of charge within the previous 57 months, enclose an \$13.00 money order or check payable to the PENNSYLVANIA DEPARTMENT OF HUMAN SERVICES or a payment authorization code provided by your organization. **DO NOT send cash.**

Certifications for the purpose of "volunteer having direct volunteer contact with children" may be obtained free of charge once every 57 months.

Send to CHILDLINE AND ABUSE REGISTRY, PA DEPARTMENT OF HUMAN SERVICES, P.O. BOX 8170 HARRISBURG, PA 17105-8170.

APPLICATIONS THAT ARE INCOMPLETE, ILLEGIBLE OR RECEIVED WITHOUT THE CORRECT FEE WILL BE RETURNED UNPROCESSED. IF YOU HAVE QUESTIONS CALL 717-783-6211, OR (TOLL FREE) 1-877-371-5422.

PURPOSE OF CERTIFICATION (Check one box only)

- | | |
|---|--|
| <input type="checkbox"/> Foster parent
<input type="checkbox"/> Prospective adoptive parent
<input type="checkbox"/> Employee of child care services
<input type="checkbox"/> School employee governed by the Public School Code
<input type="checkbox"/> School employee not governed by the Public School Code
<input type="checkbox"/> Self-employed provider of child-care services in a family child-care home
<input type="checkbox"/> An individual 14 years of age or older applying for or holding a paid position as an employee with a program, activity, or service
<input type="checkbox"/> An individual seeking to provide child-care services under contract with a child care facility or program
<input type="checkbox"/> An individual 18 years or older who resides in the home of a foster parent for children for at least 30 days in a calendar year
<input type="checkbox"/> An individual 18 years or older who resides in the home of a certified or licensed child-care provider for at least 30 days in a calendar year
<input type="checkbox"/> An individual 18 years or older, excluding individuals receiving services, who resides in a family living home, community home for individuals with an intellectual disability, or host home for children for at least 30 days in a calendar year
<input type="checkbox"/> An individual 18 years or older who resides in the home of a prospective adoptive parent for at least 30 days in a calendar year | <input type="checkbox"/> Volunteer having direct volunteer contact with children
If purpose is volunteer having direct volunteer contact with children, choose SUB PURPOSE:
<input type="checkbox"/> Big Brother/Big Sister and/or affiliate
<input type="checkbox"/> Domestic violence shelter and/or affiliate
<input type="checkbox"/> Rape crisis center and/or affiliate
<input type="checkbox"/> Other: _____
<input type="checkbox"/> PA Department of Human Services Employment & Training Program participant (signature required below)

<div style="display: flex; justify-content: space-between;"> <div style="width: 60%; border-top: 1px solid black; text-align: center;">SIGNATURE OF OIM/CAO REPRESENTATIVE</div> <div style="width: 30%; border-top: 1px solid black; text-align: center;">OIM/CAO PHONE NUMBER</div> </div> |
|---|--|

AGENCY/ORGANIZATION NAME:

PAYMENT AUTHORIZATION CODE, IF APPLICABLE:

Consent/Release of Information Authorization form is attached. Applicant must fill in the "Other Address" sections. By completing the other address sections, you are agreeing that the organization will have access to the status and outcome of your certification application.

APPLICANT DEMOGRAPHIC INFORMATION (DO NOT USE INITIALS)

FIRST NAME	MIDDLE NAME	LAST NAME	SUFFIX
SOCIAL SECURITY NUMBER — — — — —	GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Not reported	DATE OF BIRTH (MM/DD/YYYY)	AGE

Disclosure of your Social Security number is voluntary. It is sought under 23 Pa.C.S. §§ 6336(a)(1) (relating to information in statewide database), 6344 (relating to employees having contact with children; adoptive and foster parents), 6344.1 (relating to information relating to certified or licensed child-care home residents), and 6344.2 (relating to volunteers having contact with children). The department will use your Social Security number to search the statewide database to determine whether you are listed as the perpetrator in an indicated or founded report of child abuse.

HOME ADDRESS	MAILING ADDRESS (if different from home address)	OTHER ADDRESS (if Consent/Release of Information Authorization form is attached)
ADDRESS LINE 1	ADDRESS LINE 1	ADDRESS LINE 1
ADDRESS LINE 2	ADDRESS LINE 2	ADDRESS LINE 2
CITY	CITY	CITY
COUNTY	COUNTY	COUNTY
STATE/REGION/PROVINCE	STATE/REGION/PROVINCE	STATE/REGION/PROVINCE
ZIP/POSTAL CODE	ZIP/POSTAL CODE	ZIP/POSTAL CODE
COUNTRY	COUNTRY	COUNTRY
<input type="checkbox"/> Different mailing address	ATTENTION	ATTENTION

CONTACT INFORMATION

HOME TELEPHONE NUMBER	WORK TELEPHONE NUMBER	MOBILE TELEPHONE NUMBER
EMAIL (By submitting an email contact, you are agreeing to ChildLine contacting you at this address.)		

PENNSYLVANIA CHILD ABUSE HISTORY CERTIFICATION

PREVIOUS NAMES USED SINCE 1975 (Include maiden name, nickname and aliases.)			
First	Middle	Last	Suffix
1.			
2.			
3.			
4.			
5.			

PREVIOUS ADDRESSES SINCE 1975 (Please list all addresses since 1975, partial address acceptable; attach additional pages if necessary.)
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

HOUSEHOLD MEMBERS (Please list everyone who lived with you at any time since 1975 to present. Please include parent, guardian or the person(s) who raised you; attach additional pages as necessary.)				
Name (First, Middle, Last)	Relationship	Present Age	Gender	
1.	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> person(s) who raised you			
2.	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> person(s) who raised you			
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

I affirm that the above information is accurate and complete to the best of my knowledge and belief and submitted as true and correct under penalty of law (Section 4904 of the Pennsylvania Crimes Code). If I selected volunteer, I understand that I can only use the certificate for volunteer purposes.

APPLICANT'S SIGNATURE
DATE

CHILDLINE USE ONLY		
DATE RECEIVED BY CHILDLINE	SUFFICIENT PAYMENT INFORMATION RECEIVED <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> VALID PAYMENT AUTHORIZATION CODE <input type="checkbox"/> WAIVED (supervisor initials) _____	CERTIFICATION ID #

INSTRUCTIONS TO COMPLETE THE PENNSYLVANIA CHILD ABUSE HISTORY CERTIFICATION APPLICATION:

General:

- Type or print clearly and neatly in ink only.
- If obtaining this certification for non-volunteer purposes or if, as a volunteer having direct volunteer contact with children, you have obtained a certification free of charge within the previous 57 months, enclose an \$13.00 money order or check for each application. No cash will be accepted. Personal, agency, or business checks are acceptable. Certifications for the purpose of “volunteer having direct volunteer contact with children” may be obtained free of charge once every 57 months. If no payment is enclosed for a non-volunteer purpose, you must provide a payment authorization code, otherwise your application will be rejected and returned to you.
- **DO NOT SEND POSTAGE PAID RETURN ENVELOPES** for us to return your results. Results are issued through an automated system generated mailing process.
- Certification results will be mailed to you within 14 days from the date the certification application is received at the ChildLine and Abuse Registry.
- Failure to comply with the instructions will cause considerable delay in processing the results of an applicant’s child abuse history certification application.

Purpose of Certification - Do not check more than one box:

- Check the **foster parent** box if applying for purposes of providing foster care.
- Check the **prospective adoptive parent** box if applying for the purpose of adoption.
- Check the **employee of child care services** box if applying for the purpose of child care services in the following:
 - Child day care centers; group day care homes; family day care homes; boarding homes for children; juvenile detention center services or programs for delinquent or dependent children; mental health services for children; services for children with intellectual disabilities; early intervention services for children; drug and alcohol services for children; and day care services or other programs that are offered by a school.
- Check the **school employee governed by the Public School Code** box if you are a school employee who is required to obtain background checks pursuant to Section 111 of the Public School Code and will continue to be required to obtain background checks prior to employment in accordance with that section and on the periodic basis required by Act 153.
- Check the **school employee not governed by the Public School Code** box if you are a school employee not governed by Section 111 of the Public School Code, but covered by Act 153 (pertaining to school employees in institutions of higher education).

Definition of school employee: A school employee is defined as an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term does not apply to administrative or other support personnel unless they have direct contact with children.

Definition of school: A facility providing elementary, secondary or postsecondary educational services. The term includes the following:

- (1) Any school of a school district.
 - (2) An area vocational-technical school.
 - (3) A joint school.
 - (4) An intermediate unit.
 - (5) A charter school or regional charter school.
 - (6) A cyber charter school.
 - (7) A private school licensed under the act of January 28, 1988 (P.L.24, No. 11), known as the Private Academic Schools Act.
 - (8) A private school accredited by an accrediting association approved by the state Board of Education.
 - (9) A non-public school.
 - (10) An institution of higher education.
 - (11) A private school licensed under the act of December 15, 1986 (P.L. 1585, No. 174), known as the Private Licensed Schools Act.
 - (12) The Hiram G. Andrews Center.
 - (13) A private residential rehabilitative institution as defined in section 914.1-A(c) of the Public School Code of 1949.
- Check the **self-employed provider of child-care services in a family child-care home** if providing child care services in one’s home (other than the child’s own home) at any one time to four, five, or six children who are not relatives of the caregiver.
 - Check the **individual 14 years of age or older who is applying for or holding a paid position as an employee** box if the employment is with a **program, activity, or service, as a person responsible for the child’s welfare or having direct contact with children:** Applying as an employee who is responsible for the child’s welfare or having direct contact (providing care, supervision, guidance, or control to children or having routine interaction with children) in any of the following in which children participate and which is sponsored by a school or public or private organization:
 - A youth camp or program;
 - A recreational camp or program;
 - A sports or athletic program;
 - A community or social outreach program;
 - An enrichment or educational program; and
 - A troop, club, or similar organization
 - Check the **individual seeking to provide child care services under contract with a child care facility or program** box if you are providing child care services as part of a contract or grant funded program.
 - Check the box for **individual 18 years or older who resides in the home of a foster parent for at least 30 days in a calendar year** if you are an adult household member in this setting and require certification.
 - Check the box for **individual 18 years or older who resides in the home of a certified or licensed child-care provider for at least 30 days in a calendar year** if you are an adult household member in this setting and require certification.

- Check the box for **individual 18 years or older, excluding individuals receiving services, who resides in a family living home, community home for individuals with an intellectual disability, or host home for children for at least 30 days in a calendar year** if you are an adult household member in this setting and require certification.
- Check the box for **individual 18 years or older who resides in the home of a prospective adoptive parent for at least 30 days in a calendar year** if you are an adult household member in this setting and require certification.
- Check the **volunteer having direct volunteer contact with children** box if applying for the purpose of volunteering as an adult for an unpaid position as a volunteer with a child-care service, a school, or a program, activity or service as a person responsible for the child's welfare or having direct volunteer contact with children. In addition, check the box of one of the organizations listed, i.e. Big Brother/Big Sister, domestic violence shelter, rape crisis center. If you are **NOT** applying for a volunteer in one of the organizations listed, please check the **other** box and write the name of the organization in the space provided.
- Check the **PA Department of Human Services employment & training program participant** box if you are applying for the purpose of participating in a PA Department of Human Services employment and training program through a county assistance office (CAO) or the Office of Income Maintenance (OIM). The signature **AND** phone number of the CAO or OIM representative is required. If there is no signature and no phone number, your application will be rejected and returned to you.
- If you were provided a "**PAYMENT AUTHORIZATION CODE**" by an organization, please provide the **agency/organization name** in the space provided and the **payment authorization code** in the space provided.
- Please check the **CONSENT/RELEASE OF INFORMATION** box if you included a payment code in the space above and attached the completed Consent/Release of Information Authorization form to your Pennsylvania Child Abuse History Certification application when you mail it to our office. The Consent/Release of Information Authorization form allows the department to send your results to a third party. If the Consent/Release of Information Authorization form is **NOT** attached to the certification application, the results **WILL** be mailed to the applicant's home address and not to the third party.

Applicant Demographic Information:

- Name - Include the applicant's full legal name. Initials are not acceptable for a first name. If your full legal name is an initial, please provide supporting documentation along with your certification application.
- Social Security number - Include the applicant's social security number. A social security number is voluntary; **HOWEVER, PLEASE NOTE THAT APPLICATIONS THAT DO NOT INCLUDE SOCIAL SECURITY NUMBERS MAY TAKE LONGER TO BE PROCESSED.**
- Gender - Please check one box.
- Date of birth - Fill in the applicant's date of birth (Example: 01/22/1990).
- Age - Fill in the applicant's current age.

Address:

- The address listed must be the applicant's current home address. This is also where the results of the certification will be mailed, unless otherwise noted. If the **different mailing address** box is checked and a mailing address is provided in the "different" mailing address column, the results will be mailed to the "mailing" address and not the "home" address. **Note:** If the consent/release of information box is checked and an "other" address is provided, the results will be mailed to the "other" address.

Contact Information:

- Please provide your home, work or mobile telephone number. Fill in the number where the applicant can be reached in the event that there are questions about the information on the application.
- Please provide an email address. By providing an email address, you are consenting to ChildLine contacting you by email in the event that you cannot be reached by phone. **NO CONFIDENTIAL INFORMATION WILL EVER BE SHARED OR PROVIDED IN AN EMAIL FROM OUR OFFICE.**

Previous Names Used Since 1975:

- The applicant must list any and all full legal names that they have ever had since 1975. This includes maiden names, nicknames, aliases and also known as (aka) names.

Previous Addresses Since 1975:

- List all addresses where the applicant has resided since 1975. The applicant can attach an additional sheet of paper with all of the addresses listed if necessary. If the applicant cannot remember the exact mailing addresses since 1975, filling in as much information as possible about the location is acceptable.

Household Members:

- Include anyone that the applicant lived with since 1975 (parents, guardians, siblings, children, spouse (ex), paramour, friends, etc.). In addition, include the household member's relationship to the applicant, their age (to the best of your knowledge) and their gender. If the applicant was under the age of 18 in 1975, this section **MUST** include the applicant's PARENT(S) or GUARDIAN(S). If this section is left blank, the application will be rejected and returned to the applicant.

Signature:

- Applications **MUST** be signed and dated. Applications that are not signed and dated will be rejected and returned to the applicant.

CHILDLINE USE ONLY:

- Please **DO NOT WRITE** in this section. This is for CHILDLINE staff only.

Additional Information:

Applicants can visit <https://www.compass.state.pa.us/CWIS> for more information about submitting the child abuse certification online or to register for a business/organization account.

COMMONWEALTH OF PENNSYLVANIA
SEXUAL MISCONDUCT/ABUSE DISCLOSURE RELEASE
(Pursuant to Act 168 of 2014)

Instructions

This standardized form has been developed by the Pennsylvania Department of Education, pursuant to Act 168 of 2014, to be used by school entities and independent contractors of school entities and by applicants who would be employed by or in a school entity in a position involving direct contact with children to satisfy the Act's requirement of providing information related to abuse or sexual misconduct. As required by Act 168, in addition to fulfilling the requirements under section 111 of the School Code and the Child Protective Services Law ("CPSL"), an applicant who would be employed by or in a school entity in a position having direct contact with children, must provide the information requested in SECTION 1 of this form and complete a written authorization that consents to and authorizes the disclosure by the applicant's current and former employers of the information requested in SECTION 2 of this form. The applicant shall complete one form for the applicant's current employer(s) and one for each of the applicant's former employers that were school entities or where the applicant was employed in a position having direct contact with children (therefore, the applicant may have to complete more than one form). Upon completion by the applicant, the hiring school entity or independent contractor shall submit the form to the applicant's current and former employers to complete SECTION 2. **A school entity or independent contractor may not hire an applicant who does not provide the required information for a position involving direct contact with children.**

Relevant Definitions:

Direct Contact with Children is defined as: "the possibility of care, supervision, guidance or control of children or routine interaction with children."

Sexual Misconduct is defined as: "any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a child or a student regardless of the age of the child or student that is designated to establish a romantic or sexual relationship with the child or student. Such acts include, but are not limited to: (1) sexual or romantic invitation; (2) dating or soliciting dates; (3) engaging in sexualized or romantic dialogue; (4) making sexually suggestive comments; (5) self-disclosure or physical exposure of a sexual, romantic or erotic nature; or (6) any sexual, indecent, romantic or erotic contact with the child or student."

Abuse is defined as "conduct that falls under the purview and reporting requirements of the CPSL, 23 Pa.C.S. Ch. 63, is directed toward or against a child or a student, regardless of the age of the child or student."

Please Note

A prospective employer that receives any requested information regarding an applicant may use the information for the purpose of evaluating the applicant's fitness to be hired or for continued employment and shall report the information as appropriate to the Department of Education, a state licensing agency, law enforcement agency, child protective services agency, another school entity or to a prospective employer.

If the prospective employer decides to further consider an applicant after receiving an affirmative response to any of the questions listed in SECTIONS 1 and 2 of this form, the prospective employer shall request that former employers responding affirmatively to the questions provide additional information about the matters disclosed and include any related records. The **Commonwealth of Pennsylvania Sexual Misconduct/Abuse Disclosure Information Request** can be used to request this follow-up information. Former employers shall provide the additional information and records within 60 calendar days of the prospective employer's request.

The completed form and any information or records received shall not be considered public records for the purposes of the Act of February 14, 2008 (P.L. 6, No. 3) known as the "Right to Know Law."

The Department of Education shall have jurisdiction to determine willful violations of Act 168 and may, following a hearing, assess a civil penalty not to exceed \$10,000. School entities shall be barred from entering into a contract with an independent contractor who is found to have willfully violated the provisions of Act 168.

**COMMONWEALTH OF PENNSYLVANIA
SEXUAL MISCONDUCT/ABUSE DISCLOSURE RELEASE
(under Act 168 of 2014)**

(Hiring school entity or independent contractor submits this form to ALL current employer(s) and to former employer(s) that were school entities and/or where the applicant had direct contact with children)

To:	Name of Current or Former Employer:	<input type="checkbox"/> No applicable employment
	Street Address:	
	City, State, Zip:	
	Telephone Number:	Fax Number: Email:
	Contact Person:	Title:

The named applicant is under consideration for a position with our entity. The Pennsylvania General Assembly has determined that additional safeguards are necessary in the hiring of school employees to ensure the safety of the Commonwealth's students. The individual whose name appears below has reported previous employment with your entity. We request you provide the information requested in SECTION 2 of this form within **20 calendar days** as required by Act 168 of 2014.

SECTION 1: APPLICANT CERTIFICATION AND RELEASE (TO BE COMPLETED BY THE APPLICANT EVEN IF THE APPLICANT HAS NO CURRENT OR PRIOR EMPLOYMENT TO DISCLOSE)

Applicant's Name (First, Middle, Last):	
Any former names by which the Applicant has been identified:	
DOB:	
Last 4 digits of Applicant's Social Security Number:	PPID (if applicable):
Approximate dates of employment with the entity listed above:	
Position(s) held with the entity:	

Pursuant to Act 168, an employer, school entity, administrator, and/or independent contractor that provides information or records about a current or former employee or applicant shall be immune from criminal liability under the CPSL, the Educator Discipline Act, and from civil liability for the disclosure of the information, unless the information or records provided were knowingly false. Such immunity shall be in addition to and not in limitation of any other immunity provided by law or any absolute or conditional privileges applicable to such disclosure by the virtue of the circumstances of the applicant's consent thereto. Under Act 168, the willful failure to respond to or provide the information and records as requested may result in civil penalties and/or professional discipline, where applicable.

Have you (Applicant) ever:

- Yes No Been the subject of an abuse or sexual misconduct investigation by any employer, state licensing agency, law enforcement agency or child protective services agency (unless the investigation resulted in a finding that the allegations were false)?
- Yes No Been disciplined, discharged, non-renewed, asked to resign from employment, resigned from or otherwise separated from employment while allegations of abuse or sexual misconduct were pending or under investigation or due to adjudication or findings of abuse or sexual misconduct?
- Yes No Had a license, professional license or certificate suspended, surrendered or revoked while allegations of abuse or sexual misconduct were pending or under investigation or due to an adjudication or findings of abuse or sexual misconduct?

By signing this form, I certify under penalty of law that the statements made in this form are correct, complete, and true to the best of my knowledge. I understand that false statements herein, including, without limitation, any willful failure to disclose the information required, shall subject me to criminal prosecution under 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities) and to discipline up to, and including, termination or denial of employment, and may subject me to civil penalties and disciplinary action under the Educator Discipline Act. I also hereby authorize the above-named employer to release to the entity listed on page 3, the information requested in SECTION 2 of this form and any related records. I hereby release, waive, and discharge the above-named employer from any and all liability of any kind that may arise from such disclosure or release of records. I understand that third party vendors may be used to process this Act 168 pre-employment history review.

Signature of Applicant

Date

SECTION 2: CURRENT/FORMER EMPLOYER VERIFICATION (TO BE COMPLETED BY THE APPLICANT'S CURRENT EMPLOYER(S) AND ALL FORMER EMPLOYERS THAT WERE SCHOOL ENTITIES AND/OR WHERE THE APPLICANT HAD DIRECT CONTACT WITH CHILDREN)

Dates of employment of Applicant: _____ Contact telephone #: _____

To the best of your knowledge, has Applicant ever:

- Yes No Been the subject of an abuse or sexual misconduct investigation by any employer, state licensing agency, law enforcement agency or child protective services agency (unless the investigation resulted in a finding that the allegations were false)?
- Yes No Been disciplined, discharged, non-renewed, asked to resign from employment, resigned from or otherwise separated from employment while allegations of abuse or sexual misconduct were pending or under investigation or due to adjudication or findings of abuse or sexual misconduct?
- Yes No Had a license, professional license or certificate suspended, surrendered or revoked while allegations of abuse or sexual misconduct were pending or under investigation or due to an adjudication or findings of abuse or sexual misconduct?

No records or other evidence currently exists regarding the above questions. I have no knowledge of information pertaining to the applicant that would disqualify the applicant from employment.

Former Employer Representative Signature and Title

Date

Return all completed information to:

School Entity/Independent Contractor:			
Address:		Phone:	
City:	State:	Zip:	Email:
Contact Person:		Title:	

Date Form Received: _____

Received by: _____



PDE Guidance on Recent Commonwealth Court Rulings Concerning Act 24 of 2011 (Section 111(e) of the School Code)

On Dec. 13, 2012, Commonwealth Court issued opinions in three cases, each of which held that the lifetime criminal history background hire prohibitions contained in Section 111(e) of the School Code (24 P.S. § 1-111(e)) violated the Pennsylvania Constitution *as applied* to the individual plaintiffs involved.¹ The lifetime ban provision was added to Section 111(e) of the Pennsylvania School Code by Act 24 of 2012 (Act 24), extending what had been previously a ban of five years for certain offenses.

Because these three cases involved *as applied* challenges to Section 111(e), and not facial challenges, the court has not declared Section 111(e) of the Pennsylvania School Code to be unconstitutional or enjoined its enforcement. Accordingly, Section 111(e) of the School Code remains generally in force, and school administrators must adhere to the law to the extent they are able to do so constitutionally.

The Pennsylvania Department of Education (PDE) issues the following guidance to school administrators concerning their continuing obligations under Section 111(e) of the School Code in light of these cases:

- The cases are only relevant to the employment prohibitions contained in Section 111 of the Pennsylvania School Code.² The cases do not disturb the other requirements of Section 111, including those concerning pre-employment school background checks, providing for mandatory reporting by employees of arrests or convictions of certain offenses (pursuant to the PDE-6004 form), and providing for background checks when a school administrator has a reasonable belief that a school employee has not notified school administration of a reportable offense. Accordingly, school administrators' practices with respect to mandated school background checks and the collection of PDE-6004 forms must remain unchanged.

¹ The cases are: Johnson v. Allegheny Intermediate Unit, No. 789 C.D. 2012, 2012 Pa. Commw. LEXIS 329; Jones v. Penn Delco Sch. Dist., No. 294 M.D. 2012, 2012 Pa. Commw. Unpub. LEXIS 955; and Croll v. Harrisburg Sch. Dist., No. 210 M.D. 2012, 2012 Pa. Commw. Unpub. LEXIS 957.

² Although these cases involved challenges by current employees to the background provisions of Section 111(e), PDE believes that the reasoning of these cases applies equally to current and prospective employees. Similarly, although the challenges in these cases involved the lifetime ban provisions of Section 111(e) of the Pennsylvania School Code, PDE believes that the reasoning of these cases may apply to the 10-year, 5-year and 3-year bans provided by Section 111(f.1) (24 P.S. § 1-111(f.1)), depending on the facts and circumstances. Accordingly, this guidance should be construed as pertaining to all employment restrictions contained in Section 111 of the Pennsylvania School Code.

- Similarly, these cases do not restrict a school’s ability to terminate or deny employment to an employee who willfully fails to properly report to a school an arrest or conviction that is required to be reported pursuant to Section 111.³
- These cases do not disturb any other appropriate legal basis for denial or termination of employment by a school.⁴
- School entities should continue to apply the employment prohibitions contained in Section 111 of the Pennsylvania School Code on a case-by-case basis, with student safety serving as the paramount consideration. If a school official, after a due diligence investigation of the facts surrounding an offense and in consultation with its legal counsel, concludes in good faith that the application of Section 111 to an individual would violate the Pennsylvania Constitution as interpreted by a Pennsylvania court, PDE would not sanction the school official for employing the individual.⁵ In making this determination, it is critical that a school official carefully consider the nature of the offense as it relates to student safety and the person’s suitability for school employment, when the offense occurred, and the person’s current position.
- It is also of utmost importance that school officials document their determination not to apply the statute to the employee or candidate. Documentation must describe the process employed by school officials, their findings, and their analysis as to the constitutionality of applying Section 111 to the employee or candidate. A determination that the application of Section 111 would be unconstitutional as applied to a particular individual must be supported by a written opinion from the school’s legal counsel.
- In considering the constitutionality of the application of Section 111 to a particular individual, PDE would expect school officials and their legal counsel to consider several important factors:
 - Primary among the factors is the nature of the particular offense. In particular, school officials should consider whether the nature of the

³ See 24 P.S. § 1-111(j)(6) (“A current or prospective employe who willfully fails to disclose a conviction or an arrest for an offense enumerated under this section shall be subject to discipline up to and including termination or denial of employment....”).

⁴ For example, Section 527 of the Pennsylvania School Code (24 P.S. § 5-527) requires that school employees be terminated from employment for conviction of certain drug related offenses and be terminated for any conviction of Section 111(e) offenses *while employed* at a school. In addition, the Child Protective Services Law prohibits the employment of any person with a founded report of child abuse in the prior five years. 23 Pa.C.S. § 6344. See generally 18 Pa.C.S. § 9125 (permitting the use of criminal history information for employment purposes, but stating that “[f]elony and misdemeanor convictions may be considered by the employer only to the extent to which they relate to the applicant’s suitability for employment in the position for which he has applied.”).

⁵ Any previous guidance by PDE to the contrary, including that guidance contained in PDE’s Dec. 12, 2011, Basic Education Circular (BEC), entitled “Background Checks,” is hereby superseded.

particular crime is such that the individual poses a danger specifically to school students or is otherwise unsuitable for school employment. This factor would be most paramount as to an employee or candidate convicted of a sexual offense,⁶ especially an offense involving sexual, physical or verbal abuse against a child.

Additional Factors

In addition, PDE would expect school officials to consider the following additional factors:

- The time period that has elapsed since the offense.
- Whether the offense was an isolated single event or was repeated.
- The presence or absence of a subsequent criminal history.
- The nature of the person's current position and whether the offense bears a relationship to the current position.
- Whether the person was employed at a school when the crime occurred.
- Whether the conduct occurred on the property of a school.
- The employee's employment record with the school.
- Any evidence of rehabilitation provided by the employee or prospective employee since the conviction for the applicable offense.

NOTE: In considering the nature of the offense, PDE believes that offenses that implicate the safety of children (e.g., sexual, physical or verbal abuse or violence against children) would presumptively necessitate a ban on employment regardless of when the offense occurred.⁷

School administrators are required to report to PDE all instances of certificated employees or charter school staff members (as such term is defined in the Professional Educator Discipline Act) reporting an arrest⁸ or conviction for offenses listed under Section 111(e) of the Pennsylvania School Code and crimes involving moral turpitude⁹ that have been disclosed on the revised PDE-6004 form or that are otherwise known to them as the result of background checks or otherwise. Such reports must be made regardless of the date of the offense and regardless of any conclusion that a Section 111 employment ban may not be constitutionally applied. The report form is required to be filed within 30 days

⁶ We include here, for example, those offenses under Section 111 that would trigger registration obligations under Pennsylvania's Megan's Law.

⁷ We note that none of the offenses committed by the plaintiffs in the three cases above involved any alleged form of sexual conduct. Also, none of the cases (except for Croll) included allegations involving children. Croll's misdemeanor conviction (when he was 20) allegedly was the result of him convincing a 17-year old friend to break into an unoccupied barn.

⁸ Note: arrests must be reported regardless of disposition.

⁹ A non-exclusive list of such crimes can be viewed at:
http://www.portal.state.pa.us/portal/server.pt/community/educator_discipline_system/11389/educator_misconduct/529147.

of the receipt of information concerning the arrest or conviction and must include all available information concerning the arrest or conviction.¹⁰

¹⁰ The report should be made on a mandatory report form, which can be found at: http://www.portal.state.pa.us/portal/server.pt/community/professional_standards_practices_commissions/8829. The completed mandatory report form with supporting documentation should be sent to: Pennsylvania Department of Education, Office of Chief Counsel, 333 Market Street, 9th Floor, Harrisburg, PA 17126-0333.

ARREST/CONVICTION REPORT AND CERTIFICATION FORM
(under Act 24 of 2011 and Act 82 of 2012)

Section 1. Personal Information

Full Legal Name: _____

Date of Birth: ____/____/____

Other names by which you have been identified: _____

Section 2. Arrest or Conviction

- By checking this box, I state that I have NOT been arrested for or convicted of any Reportable Offense.
- By checking this box, I report that I have been arrested for or convicted of an offense or offenses enumerated under 24 P.S. §§1-111(e) or (f.1) ("Reportable Offense(s)"). See Page 3 of this Form for a list of Reportable Offenses.

Details of Arrests or Convictions

For each arrest for or conviction of any Reportable Offense, specify in the space below (or on additional attachments if necessary) the offense for which you have been arrested or convicted, the date and location of arrest and/or conviction, docket number, and the applicable court.

Section 3. Child Abuse

- By checking this box, I state that I have NOT been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.
- By checking this box, I report that I have been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

Section 4. Certification

By signing this form, I certify under penalty of law that the statements made in this form are true, correct and complete. I understand that false statements herein, including, without limitation, any failure to accurately report any arrest or conviction for a Reportable Offense, shall subject me to criminal prosecution under 18 Pa.C.S. §4904, relating to unsworn falsification to authorities.

Signature

Date

INSTRUCTIONS

Pursuant to 24 P.S. §1-111(c.4) and (j), the Pennsylvania Department of Education developed this standardized form (PDE-6004) to be used by current and prospective employees of public and private schools, intermediate units, and area vocational-technical schools.

As required by subsection (c.4) and (j)(2) of 24 P.S. §1-111, this form shall be completed and submitted by all current and prospective employees of said institutions to provide written reporting of any arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) and (f.1) and to provide notification of having been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

As required by subsection (j)(4) of 24 P.S. §1-111, this form also shall be utilized by current and prospective employees to provide written notice within seventy-two (72) hours after a subsequent arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) or (f.1).

In accordance with 24 P.S. §1-111, employees completing this form are required to submit the form to the administrator or other person responsible for employment decisions in a school entity. Please contact a supervisor or the school entity administration office with any questions regarding the PDE 6004, including to whom the form should be sent.

PROVIDE ALL INFORMATION REQUIRED BY THIS FORM LEGIBLY IN INK.

LIST OF REPORTABLE OFFENSES

- **A reportable offense enumerated under 24 P.S. §1-111(e) consists of any of the following:**

- (1) An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:

<ul style="list-style-type: none"> ▪ Chapter 25 (relating to criminal homicide) ▪ Section 2702 (relating to aggravated assault) ▪ Section 2709.1 (relating to stalking) ▪ Section 2901 (relating to kidnapping) ▪ Section 2902 (relating to unlawful restraint) ▪ Section 2910 (relating to luring a child into a motor vehicle or structure) ▪ Section 3121 (relating to rape) ▪ Section 3122.1 (relating to statutory sexual assault) ▪ Section 3123 (relating to involuntary deviate sexual intercourse) ▪ Section 3124.1 (relating to sexual assault) ▪ Section 3124.2 (relating to institutional sexual assault) ▪ Section 3125 (relating to aggravated indecent assault) ▪ Section 3126 (relating to indecent assault) ▪ Section 3127 (relating to indecent exposure) ▪ Section 3129 (relating to sexual intercourse with animal) ▪ Section 4302 (relating to incest) ▪ Section 4303 (relating to concealing death of child) 	<ul style="list-style-type: none"> ▪ Section 4304 (relating to endangering welfare of children) ▪ Section 4305 (relating to dealing in infant children) ▪ A felony offense under section 5902(b) (relating to prostitution and related offenses) ▪ Section 5903(c) or (d) (relating to obscene and other sexual materials and performances) ▪ Section 6301(a)(1) (relating to corruption of minors) ▪ Section 6312 (relating to sexual abuse of children) ▪ Section 6318 (relating to unlawful contact with minor) ▪ Section 6319 (relating to solicitation of minors to traffic drugs) ▪ Section 6320 (relating to sexual exploitation of children)
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- (2) An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as “The Controlled Substance, Drug, Device and Cosmetic Act.”
- (3) An offense SIMILAR IN NATURE to those crimes listed above in clauses (1) and (2) under the laws or former laws of:
 - the United States; or
 - one of its territories or possessions; or
 - another state; or
 - the District of Columbia; or
 - the Commonwealth of Puerto Rico; or
 - a foreign nation; or
 - under a former law of this Commonwealth.

- **A reportable offense enumerated under 24 P.S. §1-111(f.1) consists of any of the following:**

- (1) An offense graded as a felony offense of the first, second or third degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (10) ten years has elapsed from the date of expiration of the sentence for the offense.
- (2) An offense graded as a misdemeanor of the first degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (5) five years has elapsed from the date of expiration of the sentence for the offense.
- (3) An offense under 75 Pa.C.S. § 3802(a), (b), (c) or (d) (relating to driving under influence of alcohol or controlled substance) graded as a misdemeanor of the first degree under 75 Pa.C.S. § 3803 (relating to grading), if the person has been previously convicted of such an offense and less than (3) three years has elapsed from the date of expiration of the sentence for the most recent offense.



Book	Policy Manual
Section	6000 Operations
Title	Suicide Awareness, Prevention and Response
Code	6019
Status	Active
Adopted	November 17, 2015
Last Revised	September 10, 2019

Purpose

The Board of Trustees (Board) is committed to protecting the health, safety and welfare of its students and the Charter School community. This policy supports the provision of a comprehensive program designed to promote behavioral health and prevent suicide.[\[1\]](#)

Authority

The Board directs the Charter School to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide attempt or suicide death; and to promote access to suicide awareness and prevention resources.[\[1\]](#)

The Charter School shall notify employees, students and parents/guardians of this policy, and shall post the policy on the Charter School's website.[\[1\]](#)

Definition

Behavioral health - the promotion of emotional health; the prevention of mental illnesses and substance use disorders; and treatment and services for substance abuse, addiction, substance use disorders, mental illnesses and/or mental disorders.

Guidelines

The Charter School shall use a multifaceted approach to suicide prevention, which integrates school and community-based supports.

SUICIDE AWARENESS AND PREVENTION EDUCATION[\[1\]](#)

Protocols for Administration of Student Education

Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others, including how to engage Charter School resources.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.

Protocols for Administration of Employee Education

All Charter School employees, including but not limited to administrators, teachers, paraprofessionals, secretaries, coaches, custodians and cafeteria workers, shall receive information about risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide awareness and prevention.

As part of the Charter School's professional development plan, professional educators in Charter School buildings serving students in grades six (6) through twelve (12) shall participate in a minimum of four (4) hours of youth suicide awareness and prevention training every five (5) years.[\[1\]](#)

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, designated principals and administrators, and school counselors.

Resources for Parents/Guardians

The Charter School may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral health resources.

METHODS OF PREVENTION[\[1\]](#)

The methods of prevention used by the Charter School include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

In support of the Charter School's suicide prevention mission, information received in confidence from a student may be revealed to the student's parents/guardians, the principal or administrator, or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy.[\[2\]](#)

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

Legal

[1. 24 P.S. 1526](#)

[2. 22 PA Code 12.12](#)



Book	Policy Manual
Section	2000 Students
Title	Threat Assessment
Code	2036.1
Status	Active
Adopted	August 10, 2021
Last Revised	November 8, 2022

Purpose

The Board of Trustees (Board) is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

Authority

The Board directs the Chief Executive Officer or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[\[2\]](#)

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behavior may indicate a threat to the safety of the student other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Chief Executive Officer or designee, in consultation with the School Safety and Security Coordinator, shall appoint the Charter School's Student Assistance Program team to serve as the threat assessment team.[\[1\]](#)

The Chief Executive Officer or designee shall designate a member of the team as team leader for the threat assessment team.[\[1\]](#)

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration and members of the Student Assistance Program.[\[1\]](#)

The Chief Executive Officer or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Chief Executive Officer or designee shall develop and implement administrative procedures to support the threat assessment process.

Guidelines

Training

The School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training annually on:[\[1\]](#)

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[\[7\]](#)
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[\[3\]](#)[\[5\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)
5. Student Assistance Program process.[\[3\]](#)
6. Youth suicide awareness, prevention and response.[\[6\]](#)
7. Trauma-informed approach.[\[11\]](#)
8. Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[\[1\]](#)[\[5\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)

Information for Students, Parents/Guardians and Staff

The Charter School shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the Charter School website, publishing in handbooks and through other appropriate methods.[\[1\]](#)

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other Charter School reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[\[1\]](#)[\[6\]](#)[\[7\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)

The threat assessment team shall make available informational materials for Charter School employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other Charter School reporting hotlines or methods. Information for employees shall include a list of the staff members who have been appointed to the threat assessment team.[\[1\]](#)[\[6\]](#)[\[7\]](#)[\[16\]](#)[\[18\]](#)

The Charter School shall annually provide mandatory training for Charter School staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, or other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[\[5\]](#) [\[14\]](#).

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[\[1\]](#)

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[\[1\]](#)[\[5\]](#)

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[\[1\]](#)[\[6\]](#)

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[\[1\]](#).

1. Notify the Chief Executive Officer or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the principal or administrator of the school building the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and Charter School administration.[\[1\]](#)[\[4\]](#)[\[5\]](#)[\[19\]](#)

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[\[1\]](#)[\[20\]](#)[\[21\]](#)

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative procedures, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[\[7\]](#)[\[16\]](#)
2. Bullying/Cyberbullying.[\[18\]](#)
3. Suicide Awareness, Prevention and Response.[\[6\]](#)
4. Hazing.[\[22\]](#)

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
2. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[3][24][25][26][27][28]

The threat assessment team shall establish and implement procedures, in accordance with the Charter School's memorandum of understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[4][19]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other Charter School supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[3]
2. A referral to the appropriate law enforcement agency.[4][5][19]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[24][25][26]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[25][26][27][28]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan. [24]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[29]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[30][31][32][33]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate Charter School personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[5][34]

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act. [19][35][36][37]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Chief Executive Officer or designee shall immediately report required incidents, if not previously reported by Charter School staff, and may report discretionary incidents committed by students on Charter School property, at any school-sponsored activity or on a conveyance providing transportation to or from the Charter School or school-sponsored activity to the local police department that has jurisdiction over the Charter School's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. [19][30][35][36][38][39][40]

The Chief Executive Officer or designee shall notify the parent/guardian, if not previously notified by Charter School staff, of any student directly involved in an incident on Charter School property, at any school-sponsored activity or on a conveyance providing transportation to or from the Charter School or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Chief Executive Officer or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the Charter School property has been or may be notified of the incident. The Chief Executive Officer or designee will document attempts made to reach the parent/guardian. [19][36][41]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the Charter School shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The Charter School shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records. [8][10][42][43][44][45]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy. [3][6][8][10][24][25]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations: [1]

1. Student health records. [46][47]
2. Prior school disciplinary records. [8][10]
3. Records related to adjudication under applicable law and regulations.
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the Charter School.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the Charter School.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[\[1\]](#)

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the Charter School's legal and investigative obligations.[\[3\]](#)[\[6\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[18\]](#)[\[42\]](#)[\[44\]](#)[\[48\]](#)

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative procedures.[\[9\]](#)[\[49\]](#)[\[50\]](#)[\[51\]](#)[\[52\]](#)

Annual Board Report

The threat assessment team shall provide the required information to the Chief Executive Officer, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the Charter School's approach to threat assessment, which shall include:[\[1\]](#)

1. Verification that the Charter School's threat assessment team(s) and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the Charter School, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the Charter School's threat assessment team(s) operation.
6. Recommendations for improvement of the Charter School's threat assessment processes.
7. Any additional information required by the Chief Executive Officer or designee.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the Charter School and their composition, the total number of threats assessed that year, and any additional information required by the Chief Executive Officer or designee shall be included in the School Safety and Security Coordinator's annual report on Charter School safety and security practices that is submitted to the state's School Safety and Security Committee.[\[1\]](#)[\[4\]](#)[\[53\]](#)

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

Legal

[1. 24 P.S. 1302-E](#)

[2. 24 P.S. 1301-E](#)

[12. 24 P.S. 1205.2](#)

[13. 24 P.S. 1205.5](#)

[14. 24 P.S. 1310-B](#)

[21. 23 Pa. C.S.A. 6311](#)

[35. 24 P.S. 1303-A](#)

[36. 22 PA Code 10.2](#)

[37. 35 P.S. 780-102](#)

[38. 24 P.S. 1302.1-A](#)

[39. 22 PA Code 10.21](#)

[40. 22 PA Code 10.22](#)

[41. 22 PA Code 10.25](#)

[42. 20 U.S.C. 1232g](#)

[43. 20 U.S.C. 1415](#)

[44. 34 CFR Part 99](#)

[45. 34 CFR Part 300](#)

[46. 24 P.S. 1409](#)

[48. 24 P.S. 1304-D](#)

[49. 22 PA Code 12.12](#)

[50. 42 Pa. C.S.A. 5945](#)

[51. 42 Pa. C.S.A. 8337](#)

[52. 42 CFR Part 2](#)

[53. 24 P.S. 1309-B](#)

[20 U.S.C. 1400 et seq](#)

[35 P.S. 7601 et seq](#)

[42 Pa. C.S.A. 6341](#)

[PA Commission on Crime and Delinquency, School Safety and Security Committee Model K-12 Threat Assessment Procedures and Guidelines](#)



Book Policy Manual
 Section 2000 Students
 Title Assessment Checklist
 Code 2036.1-AR-1
 Status Active
 Adopted August 10, 2021

21st Century Cyber Charter School Threat Assessment Checklist

Student Name:	Student Number:	Nickname:	Grade/Class:
Individuals Completing Assessment:			Date:
<i>*Consult with administration and school solicitor as necessary in assessing student</i>			

COMMUNICATION				
Did the student directly communicate a threat?	What was the method of communication?	When was the communication made?	Where was the communication made?	Who received the communication? Is a copy preserved? Yes No

RECORDS

Types of Records	Notes About Records (include dates for multiple records)	Contact Person
IEP/504 Plan		
Threat Assessment		
SAP History		
Behavioral Health, Suicide or Trauma History		
Academic		
Health		
Disciplinary		
Title IX/Hazing/ Bullying Incidents (complainant or respondent)		
Law Enforcement/ Juvenile Probation/ County Agency		
School Assignment Examples		

Parking/Driving		
Safe2Say Something Reports		
Other		

INTERVIEWS			
Individual	Date/Time	Location (note if phone or virtual)	Notes
Student			
Reporter			
Witness			
Witness			
Student's Friend			
Student's Friend			

Student's Parent/Guardian			
Student's Parent/Guardian			
Teacher			
Teacher			
Additional Staff			
Other			

SEARCHES		
Location	Individual Conducting Search	Notes
Locker/Desk/ Storage Area		
Vehicle		
Student Possessions		
Student's Person		

School-Owned Device		
Other		

EXTERNAL INFORMATION		
Source	Notes	Contact Person
Social Media (Coordinate with law enforcement and/or school solicitor)		
Online/News Media Information		
Weapons Access		
Local Law Enforcement/ Outside Agencies		
Other		

TEAM COORDINATION		
Team	Notes	Contact Person
IEP/Section 504		
SAP Team		
Behavior Support		

Crisis Response/ Intervention or Suicide Prevention Coord		
Child Study		
Safe2Say		
Other		

PROTECTIVE FACTORS	
Description	Notes

KEY QUESTIONS AND CONSIDERATIONS FOR THREAT ASSESSMENT PROCESS

Question/Consideration	Notes
Are there any identified grievances?	
Are there any identified motives for violence?	
Has the student expressed hopelessness, desperation or despair?	
Has the student exhibited past acts of violent behavior?	

Has the student exhibited ideation toward harm of self or others, or an interest in violent acts?	
Have any plans for violent actions been identified?	
Have there been significant changes in the student's behavior or sleep patterns?	
Has the student recently experienced a stressful life event?	
Has the student expressed significant anger toward other people, places or ideas?	
Does the student have access to weapons?	
Does the student have a history of trauma?	
Does the student have a history of behavioral health concerns?	
Does the student have a history of controlled substance or alcohol abuse?	
Does the student have a stable home environment, or is the student experiencing homelessness or transience?	
Does the student have a positive, trusting relationship with one or more adult(s)?	
Have friends and/or adults in the student's life expressed concern?	

Does the student's daily environment provide opportunity for positive experiences and relationships?	
Does the student's "story" align with the student's actions and information from those interviewed?	
What factors might affect the student's likelihood of harming self or others?	

Additional Notes or Action Steps:

Identified Threat Level:



Health and Safety Plan Summary

Initial Effective Date: **September 14, 2021**

Date of Last Review: **February 18, 2021**

Date of Last Revision: **August 17, 2021**

Date of Last Revision: **November 9, 2021**

Date of Last Revision: **December 14, 2021**

Date of Last Revision: **February 8, 2022**

Date of Last Revision: **March 8, 2022**

Date of Last Revision: **August 9, 2022**

1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?

As a cyber charter school, 21CCCS does not provide in-person learning on a regular day-to-day basis; however, all decisions with regard to students, staff and visitors will be supported by prevention and mitigation policies and procedures consistent with the most up-to-date guidance from the CDC, the Pennsylvania Dept of Health (PA DOH) and the Chester County Health Department. The 21CCCS Pandemic Team will continually monitor information from CDC, PA DOH, and Chester County HD, and modify its health and safety plan as necessary.

2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

Our students will continue their learning uninterrupted due to the School's asynchronous online education model. Teachers will continue to provide direct instruction, guided support,

one-on-one feedback, assessments and progress monitoring. 21CCCS counselors, nurses, teachers and other support staff will ensure continuity of services to address students' academic needs, as well as the social, emotional, mental health, and physical health needs of students and staff. Food services are not provided by the school, but community resources are shared and provided to families based on need.

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement Strategies, Policies, and Procedures

<p>a. Universal and correct wearing of masks;</p>	<p>Requirements for mask wearing for students, staff, and campus visitors will follow the recommendations from the Chester County Department of Health (CC DOH).</p> <p>Wearing a mask inside 21st CCCS facilities will be considered optional. A masking mandate may be re-instituted in 21st CCCS facilities if COVID-19 levels move into the high transmission level or as recommended by the CC DOH.</p>
<p>b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);</p>	<p>Employees and visitors are encouraged to follow physical distancing guidelines recommended by the health authorities.</p>
<p>c. Handwashing and respiratory etiquette;</p>	<p>Students, staff and campus visitors are encouraged to practice good personal hygiene, including hand washing and using the provided sanitizing wipes and/or hand sanitizer available throughout each campus building.</p>

<p>d. Cleaning and maintaining healthy facilities, including improving ventilation;</p>	<p>Routine cleaning of the buildings will be performed daily. Additional cleaning will be implemented on an as needed basis.</p>
<p>e. Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments;</p>	<p>21CCCS will follow contact tracing, isolation and quarantine guidance as established by the CC DOH.</p>
<p>f. Diagnostic and screening testing;</p>	<p>All students, staff, and campus visitors are expected to self-screen for COVID-19 symptoms. Staff should contact the nurse(s) and then HR with a close contact or known exposure to COVID-19.</p> <p>The School has implemented pooled testing as well as a rapid testing program to support early mitigation strategies for individuals who may present symptoms during the regular school day.</p>
<p>g. Efforts to provide vaccinations to school communities;</p>	<p>21CCCS may participate in vaccination initiatives offered by the CC DOH.</p>
<p>h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and</p>	<p>Individual accommodations related to health and safety will be included in documents as deemed necessary by the IEP and 504 teams.</p>
<p>i. Coordination with state and local health officials.</p>	<p>21CCCS may adhere to any changes in guidance as recommended by the CC DOH.</p>

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **The 21st Century Cyber Charter School** reviewed and approved the Health and Safety Plan on **August 9, 2022** .

The plan was approved by a vote of:

5 **Yes**

0 **No**

Affirmed on: **August 9, 2022**

By: 
Peter Mango (Aug 10, 2022 08:31 EDT)

Mr. Peter Mango, 21CCCS Board of Trustees Chairperson



21st Century Cyber Charter School

1245 Wrights Lane, West Chester, PA 19380

The purpose of this document is for the President and Secretary of the Board of Trustees to affirm that the Cyber Charter School Renewal application is accurate.

21st Century Cyber Charter School Renewal Affirmation

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

Affirmed on this 28th day of September, 2023

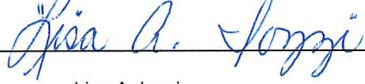
By:  (Signature of Board of Trustees Vice Chairperson)

Andrea Fox (Print Name)

21st Century Cyber Charter School Board of Trustees

Name of Cyber Charter School

Affirmed on this 28th day of September, 2023

By:  (Signature of Board of Trustee Secretary)

Lisa A. Iozzi (Print Name)

21st Century Cyber Charter School Board of Trustees

Name of Cyber Charter School