



**The Pennsylvania Cyber Charter School  
2014 Renewal Application**

*The Pennsylvania Cyber Charter School  
652 Midland Avenue  
Midland, PA 15059*

September 29, 2014

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

Dear Mr. Carney:

I am pleased to submit this 2014 Cyber Charter Renewal Application for the Pennsylvania Cyber Charter School (“PA Cyber”). This is the third application for charter renewal submitted by PA Cyber, and it comes at a crucial period in the history of our school.

Throughout PA Cyber’s nearly 15 years of operations, we have been at the forefront of the cyber charter school movement in Pennsylvania. We have made significant contributions to the continued reform and innovation of public education in the Commonwealth of Pennsylvania by focusing on serving the needs of our students and families. In pursuing the mission of our school, we have experienced our share of successes and breakthroughs, and weathered our share of challenges. I would like to take the opportunity provided by this cover letter to highlight some of our key performance indicators, which are evidenced by the detailed information provided in this application.

### *Student performance*

Over the course of this charter, PA Cyber attained AYP status for three consecutive years. PA Cyber is the largest school (among both traditional and charter schools) in the Commonwealth of Pennsylvania, serving upwards of 10,300 students – 60 percent of whom come from economically disadvantaged backgrounds. PA Cyber ranks fifth among schools, both cyber and traditional, with an enrollment of at least 3,000 students, and first in 2013 SPP scoring among large Pennsylvania cyber charter schools (those with an enrollment of 3,000 or more students). PA Cyber ranks fourth in 2013 SPP scoring among all 16 of Pennsylvania’s cyber charter schools.

Furthermore, PA Cyber’s performance data indicate that student performance improves the longer the time a student spends in our school. These results are most significant among those students who entered PA Cyber in kindergarten, versus those who had only been enrolled for .5 years by the time of PSSA exams. Of students who entered PA Cyber in kindergarten, 65.73 percent scored at the Advanced/Proficient level across all subjects on the PSSAs between 2011-2014, compared with 48.49 percent of those who had been enrolled for less than .5 years. Among students with Individualized Education Plans (not gifted), 65.45 percent of those entering PA Cyber at kindergarten scored at the Advanced/Proficient level, compared to 35.59 percent enrolled for less than .5 years. On the Science PSSA between 2012-2014, 86 percent of those

entering PA Cyber at kindergarten scored Advanced/Proficient, versus 40.34 percent of those who had been with the school for .5 years.

On the 2013 PVAAS growth indicator, results in reading showed growth of 77.50 percent, placing PA Cyber first among the large cyber charter schools in Pennsylvania, and second among all cyber charter schools. The growth rate in science was 83.33 percent, placing PA Cyber at a tie for first among the large cyber schools.

PA Cyber's graduation rate is 60.51 percent, ranking our school sixth out of 16 cyber charters. This graduation rate ranks second among the three large cyber charter schools in the state. The five-year cohort graduation rate at PA Cyber is 76.09 percent.

Finally, PA Cyber has 349 students taking the SAT, the most among Pennsylvania's 16 cyber charter schools in 2013. PA Cyber students scored an average of 511 in critical reading, 480 in math, and 478 in writing, ranking our school second among all cyber charter schools for each of these categories. PA Cyber's 12<sup>th</sup> grade cohort of SAT-takers performed even better on the reading, math, and writing tests, with scores of 514, 480, and 478, respectively.

While PA Cyber's School Performance Profile score is not where any of us know it can and should be, PA Cyber continues making strides in educating students who need a public school option like ours, and I am confident that growth in student performance will translate into improved scoring in the years ahead.

### ***Enhanced instructional models, supported by new technologies***

Beginning in the current school year, PA Cyber proudly introduced our newest instructional setting to students, the Blended Classroom. The Blended Classroom offers the flexibility of PA Cyber's asynchronous self-paced courses, with the addition of a live classroom experience one day per week. Blended Classroom courses are taught by Pennsylvania certified teachers, and attendance in the live component is based upon student need. The Blended Classroom is an option for students in grades K-12. In grades K-4, students selecting either the Calvert or Lincoln Interactive curriculum are scheduled in a live class session once a week for all subjects. These class sessions feature videos, slide presentations, discussions, and other activities to help reinforce the content presented in the asynchronous material. In grades 5-12, all core content area courses, including language arts, math, science, and social studies will be offered in the Blended Classroom. Students will be required to maintain a steady pace in their asynchronous work, and may be required to attend the once weekly live classroom meeting.

To support this enhancement to our instructional methods, PA Cyber also completed a major overhaul of our technology platforms this year. Our new Learning Management System, BrainHoney, offers rich, real-time, ongoing assessment data. Learning starts with defining outcomes, developing measurement, and aligning activities to the outcomes. BrainHoney will empower PA Cyber to utilize data from real-time assessment and reporting of learning progress toward content mastery. It will enable us to differentiate instruction as appropriate, and target interventions as needed. This type of data-driven responsiveness in serving our students is key to our goal of continuous learning for all students.

Similarly, our new Student Information System, Genius, has been specifically designed for online schools like ours. Genius was selected because it integrates and shares data seamlessly with our new LMS, is easily scalable to meet current and future needs, and secures our data safely and reliably.

### *Good governance*

PA Cyber's annual independent audits have yielded unqualified opinions for all audit years. Similarly, a performance audit conducted by the state Auditor General's Office covering the period between July 1, 2008 through July 18, 2011 found PA Cyber in compliance in all significant respects with applicable state law, contracts, grant requirements, and administrative procedures. PA Cyber's board and administration are proactive in dealing with complaints, and strive to maintain an atmosphere of transparency and accountability. To that end, PA Cyber maintains a separate website for information its Board of Trustees generates. This site allows users to review board agenda items and see what action trustees took, as well as look at archived documents from previous meetings. This site is easily accessed from PA Cyber's main website, and at the following link: <http://www.boarddocs.com/pa/pacyber/Board.nsf/Public>.

### *Reform and renewal*

As this application demonstrates, PA Cyber remains a vibrant school that continues to meet the educational needs of our students and families while undertaking its own process of reform and renewal. PA Cyber is a community of learning, and we are a community where the learning never stops. We welcome the review, assessment, and accountability provided by the charter renewal process precisely because we are always striving to continuously improve all aspects of our operations and performance.

On behalf of the Board of Trustees, administration, teachers, staff, parents, and students of the Pennsylvania Cyber Charter School, I am pleased to submit this application for the renewal of our charter.

Very truly yours,



Dr. Michael Conti  
Chief Executive Officer

# Pennsylvania Cyber Charter School Renewal Application

## Table of Contents

Application Fact Sheet.....	3
Student Achievement.....	4
Progress Towards Initial Goals and Objectives .....	4
Educational Programs .....	20
Future Goals and Objectives .....	27
School Operations and Management .....	29
Teacher Evaluations and Professional Development.....	29
Financial Solvency.....	41
School Governance .....	50
Overall School Design .....	57
Communications to Parents and Community.....	57
Student Enrollment .....	61
Policies and Procedures .....	63
Signature Page .....	82

### List of Attachments:

- Attachment 1: School Improvement Plan
- Attachment 2: Response to Instruction and Intervention (RtII) Plan
- Attachment 3: PSSA Results from Previous Years
- Attachment 4: 2014-2015 Course Catalog
  - Random Sample of Lesson Plans
- Attachment 5: Professional Development Plan
- Attachment 6: Educator Induction Plan
- Attachment 7: School Calendars
- Attachment 8: Certification Level Chart
- Attachment 9: Independent Financial Audits
- Attachment 10: Listing of Bank Accounts
- Attachment 11: IRS Determination
- Attachment 12: Federal Programs Consolidated Review Letter
  - IDEA Expenditure Report
- Attachment 13: Listing of Board Members
- Attachment 14: Board Agendas
- Attachment 15: Ethics Forms
- Attachment 16: Evaluation of Management Agreement
- Attachment 17: Example of Monthly Services Report
- Attachment 18: Special Education Procedural Manual
- Attachment 19: Safety Plan Example
- Attachment 20: Occupancy Permits

- Attachment 21: List of Community Events
- Attachment 22: Cyber Charter School Polling Data
- Attachment 23: Exit Survey Data
- Attachment 24: Pennsylvania Cyber Charter School Bylaws
- Attachment 25: PA Cyber Attendance Policy
- Attachment 26: Truancy Elimination Plan and Notification Letters
- Attachment 27: Enrollment Policy and Student Withdrawal Notice
- Attachment 28: PA Cyber's Student Handbook

Required Attachments			
Section	Description	Attached (Y/N)	If Not Attached, Explain*
Instructions	Summary letter from CEO	Y	
Application Fact Sheet	Any Leases, Deeds, or Real Estate Agreements not Previously Submitted to the Department	Y	
Student Achievement	PSSA Report for Previous Years (chart provided)**	Y	
Student Achievement	Random Sample of Lesson Plans	Y	
Student Achievement	Copy of the School Calendar	Y	
Student Achievement	Copy of the School Improvement Plan (if applicable)	Y	
School Operations and Management	Teacher Turnover Chart (chart provided)	Y	
School Operations and Management	Union Contracts with Professional Employees, if applicable	N	PA Cyber's Virtual Classroom teachers voted to unionize in early 2014. Negotiations on a first contract are currently underway.
School Operations and Management	Certification Level Chart (chart provided)	Y	
School Operations and Management	Most Recent Financial Statements	Y	
School Operations and Management	Annual Audits for Each Year of the Charter	Y	
School Operations and Management	Investments Chart (chart provided)	Y	
School Operations and Management	List of Board Members who have served since the last renewal, the dates they served, and in what capacity	Y	
School Operations and Management	Copies of Signed Ethics Forms (as required by the State Ethics Commission) for each Board Member currently serving	Y	
School Operations and Management	Agenda for every board meeting held within the last school year	Y	
School Operations and Management	Evaluations of the External Management Organization (EMO), if applicable	Y	
Overall School Design	Examples of Communication, Outreach, and Marketing to the Community and Parents	Y	
Overall School Design	Agendas and Sign-in Sheets from Parent and/or Community Events	Y	
Overall School Design	Surveys and Response Summaries Conducted by the School	Y	
Overall School Design	Enrollment Chart (chart provided)	Y	
Overall School Design	Policy for Attendance, Truancy, and Withdrawal	Y	
Overall School Design	Attach copies of all forms used for	Y	

	Truancy Communications to parents, resident school district, etc.		
Overall School Design	School Safety Plan	Y	
Overall School Design	Student Handbook	Y	
Plans for the Future	Projected Enrollment Chart (chart provided)	Y	
Plans for the Future	Measurable Outcomes and Goals Chart (chart provided)	Y	
Plans for the Future	Enrollment Charts by Grade (chart provided) – <i>only if the school is requesting to increase the number of grades served.</i>	N/A	
	Signature Page	Y	

\*If any of these documents have been submitted to the Department within the last four months, they are not required to be resubmitted. Instead, indicate when and how they were submitted.

\*\*Charts for some specific information are included in the application. Copy and paste these charts into the response document, or recreate them for submission with the remainder of the Renewal Application.

# Application Fact Sheet

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

Cyber Charter School Name: **The Pennsylvania Cyber Charter School**

School Address: **652 Midland Avenue  
Midland, PA 15059**

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

County: **Beaver** Intermediate Unit: **Beaver Valley IU #27**

Charter Start Date: July 1, 2010 Date Current Charter Expires: June 30, 2015

Federal Employer Identification Number: 23-3037992 AUN #: 127043430

Vendor Identification Number: 75-449-071

CEO: First: **Michael** Middle: **J.** Last: **Conti**

Address: **652 Midland Avenue, Midland** State: **PA** Zip Code: **15059**

Telephone: 724-643-1180 Fax Number: 724-643-1963 E-mail: **mike.conti@pacyber.org**

Grades Served by Cyber Charter School	Current & Projected 5 year Student Enrollment:	Current & Projected 5 year Teaching Staff
Elementary K-5	2014-15 11,000	2014-15 540
Middle 6-8	2015-16 11,500	2015-16 540
	2016-17 11,750	2016-17 545
Secondary 9-12	2017-18 12,000	2017-18 555
Circle Appropriate Grade(s) <b>The school is chartered K-12</b>	Is increase due to addition of grade levels? Yes _____ No <b>X</b>	Does the cyber charter school have an existing retirement system? Yes <b>X</b> No _____

# I. Student Achievement

## A. Progress toward Initial Goals and Objectives:

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

**RESPONSE:** Overall, The Pennsylvania Cyber Charter School (PA Cyber) has shown moderate progress toward the initially established goals found in the current charter. The overarching goal of PA Cyber is to provide each student with a cutting-edge curriculum designed to meet the state's most stringent standards and to provide each student with every opportunity to succeed academically. In order to achieve this, specific goals were developed with a plan to reach them over the course of the current charter. These goals are:

1. Improve student achievement on the Pennsylvania System of School Assessment tests (PSSA) through individualized instruction and by providing access to a myriad of supplemental tools.
2. Continue to review and enhance curricula to meet or exceed state standards while carefully monitoring student progress.
3. Offer programs such as various forms of tutoring, online assistance, and standardized test preparation.
4. Utilize data to inform instructional strategies and plans.

While these goals have not been revised during the current charter's effective dates, efforts to continuously improve instruction and student experiences and outcomes are reflected in the yearly School Improvement Plans and related Action Plans (see **Attachment 1**). The improvement plans were developed each year, even though they were not required for the years in which PA Cyber made AYP (2009, 2010, and 2011), and new and/or refined strategies were implemented to achieve these goals.

### ***Addressing Goal 1: Improving student achievement on PSSA through individualized instruction and providing a myriad of supplemental tools***

A review of student performance on the PSSAs over the period of the charter reveals a relatively consistent percentage of students at the proficient or advanced level across the four assessed areas (Math, Reading, Science, and Writing). While these scores translated into positive AYP results in 2009, 2010, and 2011, PA Cyber did not achieve AYP in 2012 and test scores would not have allowed them to make AYP for 2013 if that performance measure were still in place.

To prepare students academically (and improve performance on the PSSA exams), PA Cyber provides 250+ aligned courses delivered in synchronous, asynchronous, and flex (blended) formats. In addition to the typical measures of student progress (exams, papers, quizzes, and other course-specific assignments) contained within the courses, students were also assessed via

DORA®, DOMA®, and ADAM K-7® assessments. These validated instruments enable teachers to gauge their students' comprehension of math and reading material and serve as indicators of PSSA and Keystone Exam performance.

To further assist students, advanced and struggling alike, PA Cyber provides a wide-range of supplemental resources designed to bolster the comprehension of course material. All students have access to the PA Cyber online library and netTrekker®. The PA Cyber online library makes books, eBooks, periodicals, and videos available to PA Cyber students and their parents. Access to the educational search engine netTrekker® connects students and their parents to more than 400,000 educator-approved sites, including BrainPOP® and Weekly Reader®. Instructional supervisors also recommend other grade-level specific supplemental resource materials. For instance, Study Island® is available to PA Cyber students in grades 3-11. It engages students with online interactive games, tests, flashcards, and video lessons designed to strengthen their understanding of the concepts (i.e., the Pennsylvania Assessment Anchors), which determine mastery of math, reading, writing, and science topics assessed on the PSSA and Keystone Exams.

Tutoring for courses is offered to students through a variety of means:

- PA Cyber's *Video Tutoring* provides all students with mini-lessons on a variety of math and reading topics to review, refresh, and clarify concepts.
- *IMPACT* (Innovative Mentoring Program and Coaching Tutorial) is a peer tutoring program that was available to 4<sup>th</sup> and 5<sup>th</sup> grade students. It pairs these students with an 11<sup>th</sup> and 12<sup>th</sup> grade GATE/STAR or National Honor Society students for one-on-one tutoring in math.
- PACyber's *Open Tutoring* program provides a set time for students and their course teacher to interact; having their actual course instructor available ensures greater congruity between tutoring session assistance and course content.
- *First In Math*® is a resource appropriate for K-8<sup>th</sup> grade and was designed to help build math skills through engaging grade-level specific educational games.
- *Fast ForWord*® helps students to increase reading performance by providing continuously adapting skill-level critical reading tasks.
- *Reading Assistant*® uses individualized corrective feedback via speech recognition to coach students during real-time reading practice sessions.

For struggling students, one of the key elements to improvement is early identification and rapid intervention. PA Cyber's *Response to Instruction and Intervention Plan* (RtII) is a comprehensive, multi-tiered intervention strategy that enables early identification and intervention for students at academic or behavioral risk. It is designed as an alternative to the discrepancy model for the identification of students with learning disabilities. Instructional staff continuously monitors student performance using reports designed to facilitate data-driven decisions. The RtII is included as **Attachment 2**.

***Addressing Goal 2: Continuing to review and enhance curricula to meet or exceed state standards while carefully monitoring student progress***

PA Cyber works to continually enhance and align all curricula to meet state standards, including consistently monitoring student progress. PA Cyber's main curriculum provider, the National Network of Digital Schools, is currently undertaking a comprehensive redevelopment of all of its online courses to fully meet Pennsylvania's recently adopted PA Core Standards in Reading and Math, as well as to align with the best national standards for all other content areas, including Science, Social Studies, Art, Foreign Languages, Health, and Physical Education. Rubicon

International's *Atlas* curriculum mapping program is being used to assure that all courses are being designed and developed according to all targeted standards.

In an effort to monitor student learning and to aid in the prediction of student performance on standardized tests (i.e., PSSA, Keystone Exams), PA Cyber utilizes *DORA*, *DOMA*, and *ADAM* assessments to gauge student comprehension of reading and math/algebra material. Each student is expected to take these assessments at the beginning of each school year, and the data is used to place students in interventions as indicated. Students scoring at or below grade level during the fall administration test again in January.

Additionally, to provide students with increased academic achievement, PA Cyber is instituting the Classroom Diagnostic Tool (CDT) to diagnose strengths and weaknesses of student academic performance. The use of the CDT in conjunction with PDE's Standards Aligned System (SAS) will provide the foundation for targeted remediation in areas where students are experiencing difficulty. This approach is being implemented in the 2014-2015 school year.

***Addressing Goal 3: Through the services of the Guidance Department, Instructional Supervisor, and the Department of Institutional Research, The Pennsylvania Cyber Charter School will closely monitor and evaluate the student's learning and intervene when problems are identified***

The administration and faculty of PA Cyber has identified resources that are research-based and provide best practice interventions in direct proportion to a student's needs. Examples include Edge®, Let's Go Learn®, and Study Island®. The implementation of the RtII Model considers all variables: the child, the teacher, and the environment in which the student learns and promotes the shared ownership of the learning experience by the school, the student, and the parent. Each identified student is provided with resources that are congruent with their instructional level and designed to meet their needs.

PA Cyber has experienced a reduction of IAT referrals and Special Education placements since implementing this plan. Students who are showing expected growth through the general education curriculum and demonstrate social competence are identified and monitored as *Tier 1* students. Staff request that parent-educators proctor school-wide local performance assessments based on the student's current grade. Students must participate in universal math and reading screenings two or three times each year, depending upon grade level. K-2 students take the screening three times per year, grades 3-11 twice per year, and 12<sup>th</sup> grade as needed for graduation requirements. These diagnostic assessments, the required state assessments, and the student's academic history are all used to assist instructional staff in identifying academic needs that may prompt changes to the instructional approach. Instructional Supervisors collaborate with the parent educator to decide proper placement (i.e., asynchronous or synchronous instruction) while integrating reading and math prescriptive tools into the student's schedule in order to address areas of concern.

When data suggests that a student is struggling academically, instructional staff is guided through a series of options to resolve the issue. Classroom teachers, Principals, Academic Deans, Curriculum Coordinators, and Guidance Counselors will work in concert to modify the student's RtII plan to a *Tier 2* status and increase the frequency or duration of the intervention. This group of administrators and leaders will monitor the success of the student. They will notify the parent of their concerns and request that they are a part of a process identified as the "Next Step" meeting. In the Next Step meeting, participants review prior diagnostic assessments, course progress, state testing results, and any supplementary intervention reports to determine if the

current RtII plan is proving effective. The results of this discussion may warrant the collection of more data over a period of 6-8 weeks to monitor the student's progress and assess the need for further review by the IAT Team. Depending upon the growth seen during this period, a recommendation is made to maintain the *Tier 2 plan*, develop a *Tier 3 plan*, or seek further evaluation. Regardless of the path, the parent is involved in all decisions regarding the selection and implementation of interventions and/or any request for further evaluations.

***Addressing Charter Goal 4: The Pennsylvania Cyber Charter School will continue to offer programs such as various forms of tutoring, online assistance, and standardized test preparation***

As described above in relation to Goal 1, PA Cyber offers a wide range of tutoring and other supplemental and enrichment opportunities. In addition to those already detailed, PA Cyber has also been piloting another approach to tutoring through a third-party provider, TutaPoint. Using a network of skilled and experienced professionals, TutaPoint supplements the services offered by PA Cyber staff to provide a coordinated and synergistic support system to students, including:

- Synchronous, live after-school and after-hours homework help in math, science, language arts, Spanish, and social studies
- College Readiness Courses, including test strategy, Common Core subject area foundation review, etc., with more than 200 students this fall
- One-on-one tutoring support for students, with hundreds of sessions each quarter
- One-on-one academic support for students with IEPs

***Addressing Charter Goal 5: Utilize data collected to inform instructional strategies and plans***

In addition to standard course assessments, data from the PSSA, PASA, Keystone Exam, DORA/DOMA/ADAM, CDT assessments, and PVAAS are utilized to gauge areas of deficiency and to inform instructional strategies and plans. For identified areas of improvement (i.e., performance in various areas measured by the aforementioned assessments), resulting action plans are developed for Reading and Math.

Although PA Cyber has not veered from its initially-stated goals, School Improvement Plans have been developed over the course of the current charter that detail new strategies to reach these goals. Such strategies include requests for the redesign of some courses, the recent change to a new Learning Management System (BrainHoney) to enable deeper and more consistent performance monitoring, the implementation of a new Academy structure, and the launch of a new blended instructional model beginning in the 2014-2015 school year.

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

**RESPONSE:** The goals of the current charter identify the PSSAs by name as an indicator of student achievement. However, other assessments (e.g., unit exams, papers, quizzes, etc.), ADAM (K-7), DOMA (pre-Algebra/Algebra; 8-12), and DORA (K-12) are also utilized to assess comprehension and academic preparedness – particularly for the State Standardized tests (i.e., PSSAs and keystones). Each of these assessment tools help to identify areas of strength and weakness for individual students and for the instructional program as a whole. Outcomes for the keystones for Algebra I, Biology, Literature (any

grade), PSSAs (3-8), and PASAs are used for academic guidance of individual students and in aggregate to assess and make informed decisions regarding curriculum and instruction.

Although meeting proficiency on the PSSAs is a central indicator of a school’s performance, the PVAAS is also an important measure of academic growth, and it demonstrates how PA Cyber has helped students make academic gains even if they have not yet shown proficiency. PVAAS data for 2013 demonstrates that, in aggregate, PA Cyber’s students have shown positive academic growth in PSSA Reading, PSSA Science, and Keystone Literature. The following tables provide PVAAS data for PA Cyber for 2013 related to PSSA Reading, Math, Writing, and Science, as well as Keystone Algebra I, Biology, and Literature.

PVAAS

Report: District Value Added  
 District: Pennsylvania Cyber Charter School  
 Year: 2013

Test: PSSA  
 Subject: Reading

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2011 Growth Measure							
Standard Error							
2012 Growth Measure							
Standard Error							
2013 Growth Measure		-4.0 R	1.7 DB	2.4 DB	1.2 DB	-0.8 Y	-0.1 G
Standard Error		0.7	0.7	0.5	0.5	0.5	0.3
3-Yr-Avg Growth Measure							
Standard Error							

Chart 1: PSSA Reading

PVAAS

Report: District Value Added  
 District: Pennsylvania Cyber Charter School  
 Year: 2013

Test: PSSA  
 Subject: Math

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2011 Growth Measure							
Standard Error							
2012 Growth Measure							
Standard Error							
2013 Growth Measure		-1.0 Y	-3.8 R	-0.4 G	0.7 LB	-1.7 R	-1.2 R
Standard Error		0.7	0.6	0.4	0.4	0.4	0.2
3-Yr-Avg Growth Measure							
Standard Error							

Chart 2: PSSA Math

PVAAS

Report: District Value Added      Test: PSSA  
 District: Pennsylvania Cyber Charter School      Subject: Writing  
 Year: 2013

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Writing	5	2013	327	1132.5	27	1272.8	51	-136.5 R	10.9
	8	2013	611	1253.7	27	1358.7	47	-103.9 R	7.8

Chart 3: PSSA Writing

PVAAS

Report: District Value Added      Test: PSSA  
 District: Pennsylvania Cyber Charter School      Subject: Science  
 Year: 2013

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	4	2013	278	1448.9	51	1401.6	41	46.1 DB	6.6
	8	2013	599	1292.7	42	1286.3	41	6.6 LB	4.4

Chart 4: PSSA Science

PVAAS

Report: District Value Added      Test: Keystone  
 District: Pennsylvania Cyber Charter School      Subject: Algebra I  
 Year: 2013

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Algebra I	2013	680	1475.2	39	1476.3	39	-0.8 G	1.1

Chart 5: Keystone Algebra 1

PVAAS

Report: District Value Added      Test: Keystone  
 District: Pennsylvania Cyber Charter School      Subject: Biology  
 Year: 2013

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Biology	2013	786	1480.8	37	1490.5	45	-9.7 R	1.0

Chart 6: Keystone Biology

PVAAS								
Report: District Value Added			Test: Keystone			Subject: Literature		
District: Pennsylvania Cyber Charter School			Year: 2013					
Year: 2013								
Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Literature	2013	787	1515.0	48	1510.3	45	4.6 DB	1.1

**Chart 7: Keystone Literature**

PVAAS data is of particular significance, but even they do not fully capture PA Cyber’s efforts to improve students’ academic performance. This is relevant to the discussion of PA Cyber’s progress toward its academic goals because PVAAS calculations look at overall growth and do not take into account that particular subsets of PA Cyber students are showing expected growth (or beyond) and becoming Advanced/Proficient. These subsets of students, within each grade, are comprised of those students for whom PA Cyber has provided a majority of their education. In brief, PA Cyber enrolls a significant number of students from schools/school districts that are considered “under-performing” (e.g., Philadelphia, Pittsburgh). PA Cyber also enrolls many more new students (proportionately) than most of the schools to which it is compared.

Data shows that when PA Cyber has had ample opportunity to educate a student, the standardized test performance (i.e., PSSA exams) is vastly better for nearly every subject, grade, and subgroup. What follows is support for this assertion by presenting pertinent enrollment data and a comparison of PSSA results for various subgroups by PSSA subject and by “time with PA Cyber”:

- As of October 2013, PA Cyber had a total enrollment of 10,389 students in grades K-12. Approximately 59.97% of enrolled students have been identified as coming from low-income homes – this is a disproportionately high percentage compared to a state average for the Economically Disadvantaged.
- Likewise, PA Cyber enrolls a relatively large percentage of new students each year. Based on Oct. 1, 2013 enrollment figures, 2,931 (28%) of the total student enrollment were new to PA Cyber and whose PSSA scores will be attributed to PA Cyber. When those additional students who enroll after the school year begins are included, estimates are that nearly 41% of the total enrollment is comprised of students for whom PA Cyber had no prior influence on their learning.
- The high percentage of new students who make up the total enrollment is particularly significant to PA Cyber’s overall performance when we consider from which schools/school districts our students most often come. For instance:
  - Of the top 15 school districts from which PA Cyber students transfer, 13 failed to make Adequate Yearly Progress (AYP) in 2012, and, for many, in prior years as well. (See chart below: AYP Status of Sending School Districts)
  - The top two school districts from which PA Cyber students transfer, Philadelphia and Pittsburgh, have been in corrective action for 10 years and 4 years, respectively.
  - Overall, 20% of PA Cyber’s new enrollment came from school districts in “School Improvement” or “Corrective Action.” Statewide, districts with this status represent 5% of all school districts.
  - Adding those school districts that are also in “Warning” status increases the percentage of new students transferring in from underperforming school districts

to 57%. Statewide, these groups would represent 39% of the districts (See chart below: Demographic Profile of PA Cyber Enrollment).

<b>AYP Status of Sending School Districts</b>		
<b>School District</b>	<b>AYP Overall Proceeding Level 2012</b>	<b>Total Students Enrolled from SD</b>
PHILADELPHIA CITY SD	Corrective Action 2 (tenth year)	461
PITTSBURGH SD	Corrective Action 2 (fourth year)	355
ERIE CITY SD	School Improvement 2	183
BUTLER AREA SD	Warning	120
CHESTER-UPLAND SD	Corrective Action 2 (tenth year)	112
CENTRAL DAUPHIN SD	Warning	111
HEMPFIELD AREA SD	Warning	104
CONNELLSVILLE AREA SD	School Improvement 2	100
PLEASANT VALLEY SD	Warning	94
ALLENTOWN CITY SD	Corrective Action 2 (fifth year)	87
HARRISBURG CITY SD	Corrective Action 2 (tenth year)	83
PENNCREST SD	Made AYP	81
SENECA VALLEY SD	Made AYP	77
POCONO MOUNTAIN SD	Warning	74
WEST SHORE SD	Warning	74
	<b>Total</b>	<b>2116</b>

<b>Demographic Profile of PA Cyber Enrollment – 10/01/2013</b>	
<b>Total Enrollment</b>	<b>10,389</b>
<b>Female</b>	4,830 (46.5%)
<b>Male</b>	5,559 (53.5%)
<b>Race/Ethnicity</b>	<b>Percentage (%)</b>
<b>American Indian/Alaskan Native</b>	.09
<b>Asian</b>	1.19
<b>Black or African American</b>	8.22
<b>Hispanic</b>	2.76
<b>Multi-Racial</b>	4.57
<b>Native Hawaiian or Other Pacific Islander</b>	.06
<b>White</b>	83.11
<b>Specialty Sub-groups</b>	<b>Percentage (%)</b>
<b>Gifted</b>	2.55
<b>Special Education/IEP (not gifted)</b>	15
<b>Limited English Proficiency (LEP)</b>	.07
<b>Low Income</b>	59.8
	<b>Percentage (%)</b>
<b>Newly enrolled students</b>	2,931 (28%)
<b>Students from underperforming school districts</b>	Approx. 2,078 (20%)
<b>Promotion Rate</b>	87.42

**Demographic Profile of PA Cyber Enrollment – 10/01/2013**

The effect of this high number of newly enrolled students from underperforming or “struggling” schools on PA Cyber’s ability to meet state performance expectations is significant. PSSA data indicate that the percentage of PA Cyber students scoring at the Advanced, Proficient, Basic, and Below Basic levels on the PSSA exams (Math, Reading, Science, and Writing) for the years 2011-2014 is related to “time enrolled with PA Cyber.”

A comparison of data for the 16 cyber charter schools functioning in Pennsylvania during 2012 reveals that PA Cyber ranks 4<sup>th</sup> for its School Performance Profile score and is the largest in terms of enrollment of the Pennsylvania cyber charter schools.

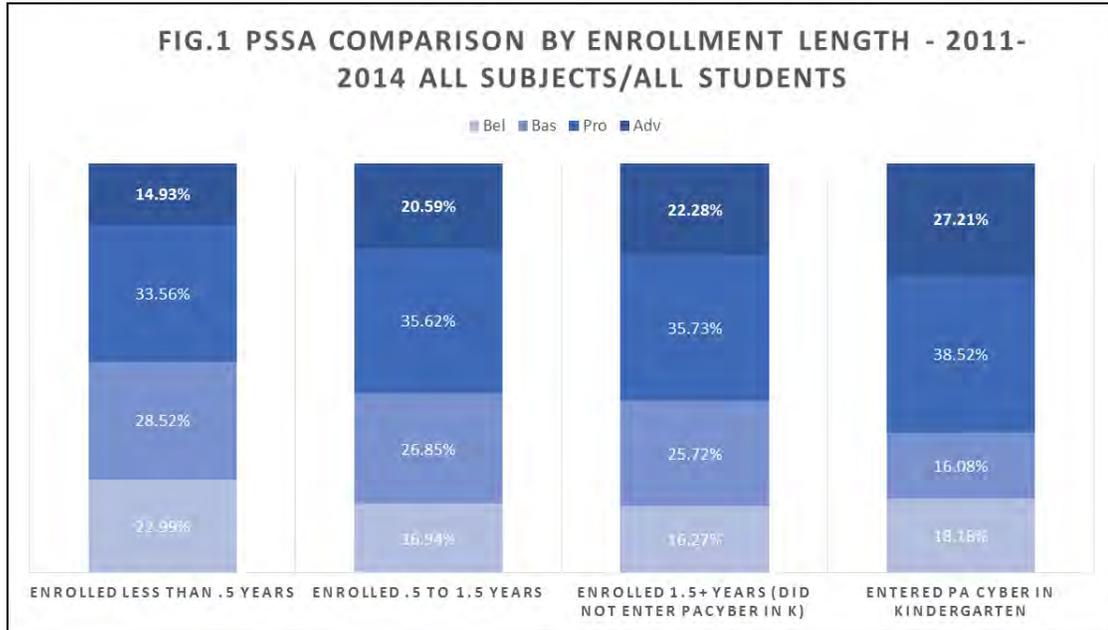
Table 1. Cyber Charter School Comparison 2013 School Performance Profile						
Cyber School	SPP Score	Enrollment	Performance Percentage Advanced or Proficient			
			Math/ Algebra I	Reading/ Literature	Science/ Biology	Writing
Pennsylvania Virtual CS	67.9	3198	59.85	67.88	55.45	43.24
21st Century CS	66.5	754	62.15	77.54	52.04	55.55
Pennsylvania Leadership CS	64.7	2324	60.53	66.51	60.18	47.23
Pennsylvania Cyber CS	59.4	10434	50.77	65.95	45.78	42.74
Pennsylvania Distance Learning CS	54.7	358	31.45	47.58	50.00	36.84
Commonwealth Connections CS	54.6	6667	46.98	56.50	47.65	30.77
Agora CS	48.3	9175	37.40	47.58	31.97	30.80
Susq-Cyber CS	46.4	155	33.33	66.67	26.32	NA
PA Learners Online Regional Cyber CS	45	318	37.27	53.15	25.76	25.00
Achievement House CS	39.7	802	16.82	37.09	15.38	20.00
Education Plus Academy Cyber CS	39	220	21.15	19.23	28.00	10.71
Solomon Charter School	36.9	195	36.59	30.00	12.00	9.52
Esperanza Cyber CS	32.7	141	21.62	35.13	4.54	7.69
Central PA Digital LRNG Foundation CS	31.7	114	34.38	50.00	7.14	36.36
ACT Academy CS	30.6	89	7.69	15.38	0.00	NA
ASPIRA Bilingual CS	29	148	13.33	20.69	5.88	IS
<i>IS-- Insufficient Sample</i>						

**Table 1**

While PSSA scores are not at the level PA Cyber would like, we are making significant strides with the students who remain at the school for a consistent period of time. It is important to note that 36% of PA Cyber’s total enrollment each year are new students, meaning the school would have approximately 7 months to impact their scores. Of the newly enrolled students, 67% come from underperforming schools, and/or are those who have simply not been successful in their previous educational environment. It is clear that achieving the NCLB thresholds that previously determined AYP, and are now part of SPP, is a huge challenge for a school like PA Cyber. To examine the effect of newly enrolled students from underperforming schools on PA Cyber’s ability to meet expectations/thresholds laid out by PDE, data related to “time enrolled with PA Cyber” was analyzed.

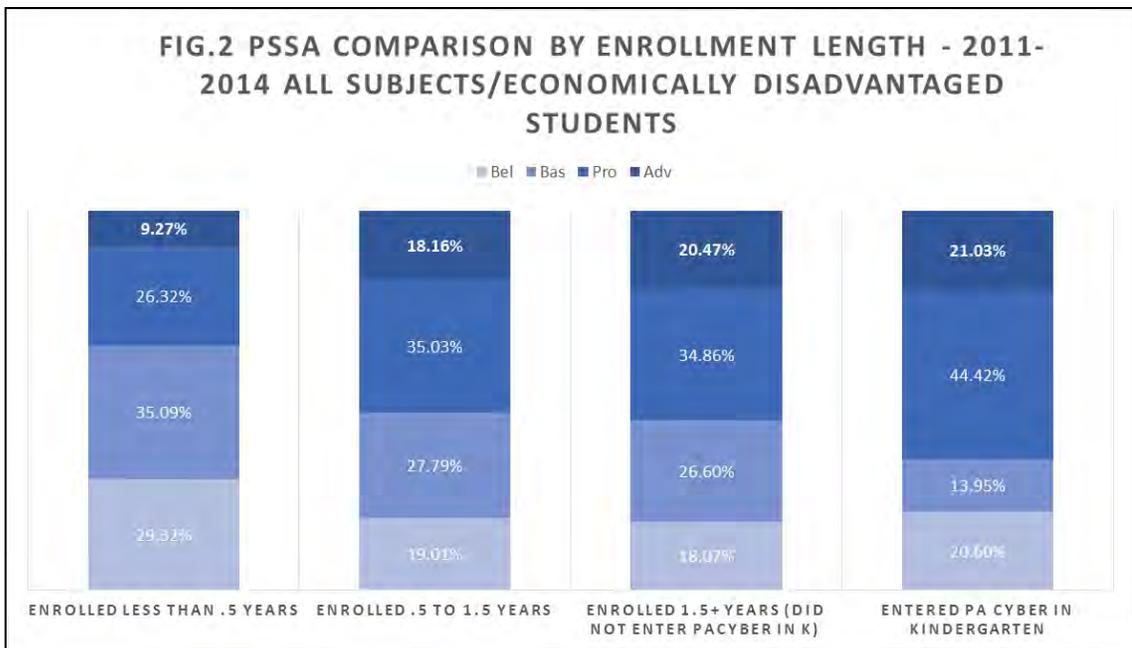
The following table represents the percentage of PA Cyber students scoring at the Advanced, Proficient, Basic, and Below Basic level on the PSSA exams (Math, Reading, Science and Writing) for the years 2011-2014. **Figure 1** illustrates that the longer students have been enrolled with PA Cyber, the better their performance on PSSA exams. For instance, when comparing PSSA Advanced/Proficient rates of students enrolled with PA Cyber at Kindergarten versus their counterparts who have only been enrolled with PA Cyber for less than a half year, data show that the long term students outperform the newer PA Cyber students in percentage of students reaching the Advance/Proficient status, 65.73% and 48.49%, respectively. Moreover, nearly double the percentage of students who “entered PA Cyber at

Kindergarten” achieved Advanced status when compared to “enrolled less than .5 year” counterparts (27.21 vs. 14.93, respectively).



**Figure 1: PSSA Comparison Enrollment Length 2011-2014**

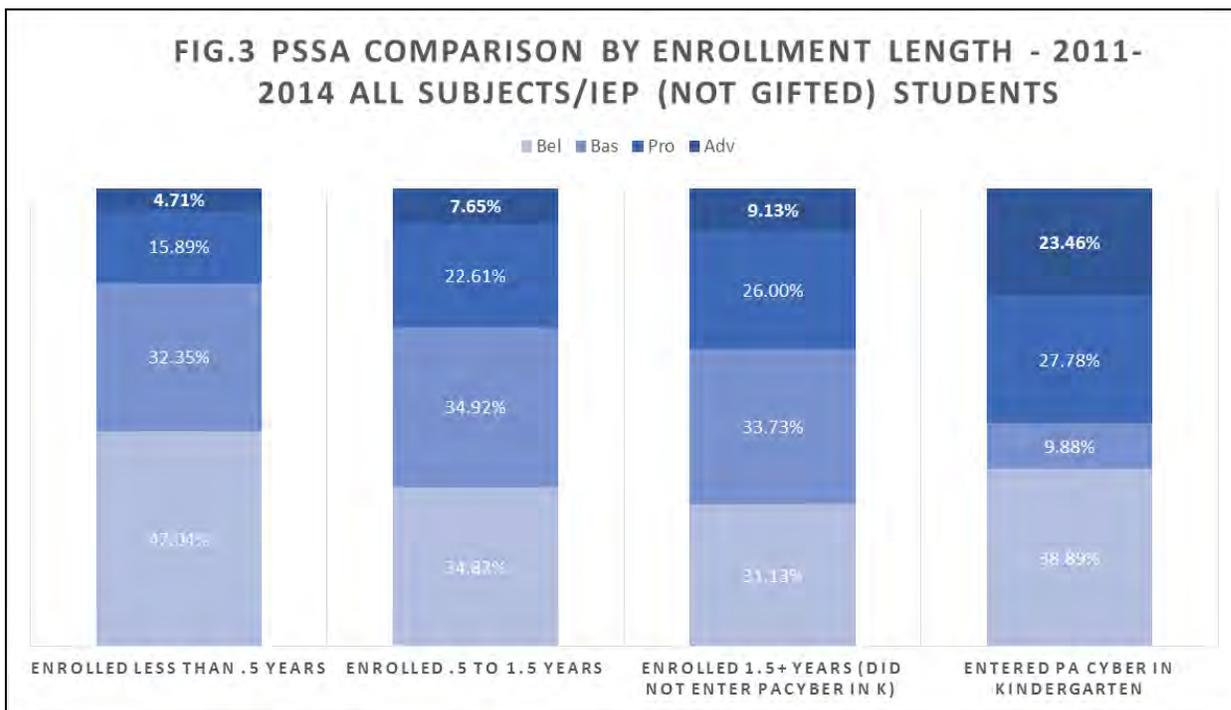
Differences such as this are even more pronounced for certain subgroups. For instance, **Figure 2** illustrates the comparison of students in the Economically Disadvantaged subgroup. It indicates a difference of nearly 30% in students attaining the Advanced/Proficient level, with 35.59% of those enrolled less than .5 years falling into that category, versus 65.45% of the students who entered PA Cyber in Kindergarten. More than double the percentage of students entering in Kindergarten achieved Advanced status, as compared to those enrolled less than .5 years (21.03% vs. 9.27%, respectively).



**Figure 2: PSSA Comparison Enrollment Length 2011-2014 Economically Disadvantaged**

**Figure 3** shows the marked difference between the IEP (not gifted) subgroup of students who have been enrolled with PA Cyber since Kindergarten, versus their counterparts who have been enrolled less than .5 years. Again, time with PA Cyber appears to have a positive effect on this subgroup of students. Only 4.71% of the “enrolled less than .5 years” students attained Advance status (across all subjects), and another 15.89% attained Proficient status, compared to 23.46% and 27.78, respectively, for their counterparts who “entered PA Cyber in Kindergarten.”

It should be noted that while this effect of time with PA Cyber is most pronounced at the extremes of enrollment, data reveals that significant differences clearly exist between the “entered PA Cyber in Kindergarten” group and the other enrollment groups as well.



**Figure 3: PSSA Comparison Enrollment Length 2011-2014 IEP**

Despite these hurdles, data strongly suggests that PA Cyber is providing a viable educational alternative for those students for whom the traditional brick-and-mortar school is not an ideal choice. In terms of SPP, PA Cyber’s 2013-2014 score of 59.4 is much lower than what is desired, but as the data suggests, cyber schools typically enroll a disproportionately high number of students who are relatively “transient” within the educational system. This works against not only these students (who tend to move from brick-and-mortar school to cyber school and, frequently, back to the brick-and-mortar school as their needs/preferences change), but also against the cyber charter schools when it comes to the SPP calculation.

Among the functioning cyber charter schools active during 2013, PA Cyber was the largest in terms of enrollment (10,389), ranked 4<sup>th</sup> in SPP overall and 1<sup>st</sup> among the large (3,000+) Pennsylvania cyber charter schools (see comparison table below). Moreover, PA Cyber ranked 5<sup>th</sup> overall in SPP when compared to all other large (3,000+) Pennsylvania public schools, including the large traditional brick-and-mortar schools.

<b>Table 2. Cyber Charter School Comparison 2013 Growth Indicators/PVAAS</b>					
	<b>Indicators of Academic Growth/PVAAS</b>				
<b>Cyber School</b>	<b>Mathematics/ Algebra I %</b>	<b>Reading/ Literature %</b>	<b>Science/ Biology %</b>	<b>Writing %</b>	<b>Grad Rate</b>
21st Century CS	70.00	69.00	67.50	50.00	66.86
Achievement House CS	50.00	65.00	50.00	50.00	42.31
ACT Academy CS	65.00	53.00	50.00	NA	NA
Agora CS	73.33	57.50	50.33	50.00	44.22
ASPIRA Bilingual CS	NA	NA	75.00	NA	47.22
Central PA Digital LRNG Foundation CS	NA	NA	NA	NA	40.00
Commonwealth Connections CS	52.33	53.83	83.33	50.00	80.41
Education Plus Academy Cyber CS	50.00	56.00	68.00	55.00	NA
Esperanza Cyber CS	NA	NA	52.00	67.00	NA
PA Learners Online Regional Cyber CS	50.00	64.50	61.50	50.00	69.44
Pennsylvania Cyber CS	52.33	77.50	83.33	50.00	67.61
Pennsylvania Distance Learning CS	66.75	74.25	83.00	73.00	70.37
Pennsylvania Leadership CS	53.33	58.33	83.67	52.00	91.35
Pennsylvania Virtual CS	100.00	86.67	83.33	50.00	72.94
Solomon Charter School Inc.	54.33	50.00	52.00	50.00	NA
Susq-Cyber CS	28.32	71.00	NA	NA	28.32
<i>avg.</i>	<i>58.90</i>	<i>64.35</i>	<i>67.36</i>	<i>53.92</i>	<i>60.09</i>
<i>IS-- Insufficient Sample</i>					
<i>N/A-- Not Applicable</i>					

**Table 2**

During the current charter period, PA Cyber set about “to provide students an opportunity to grow, and empower each student to succeed.” For some PA Cyber students, this means seeking education beyond a high school diploma, and for many of those students, college preparedness is a key step toward their academic goals. Assessments such as the PSATs, ACTs, and SATs (given approximately during 9<sup>th</sup>-12<sup>th</sup> grade) not only provide feedback on individual student college preparedness, but are often used as a benchmark to gauge a school’s success. The following data provides an indication of how PA Cyber’s students are performing on these assessments, with a particular focus on comparisons to the other current cyber charter schools operating in Pennsylvania (those for which data is available), as well as to state public school averages and national averages. Among the cyber charter schools represented in the PDE website’s data for 2013 SAT scores, PA Cyber ranks at the top for number of students taking the SATs. PA Cyber’s average student scores for the Critical Reading (511), Math (479), and Writing (471) rank them second among state cyber charter schools for each of these categories, and percentile ranks of 82.3, 38.5, and 58.9, respectively, among all Pennsylvania public schools providing SAT data. PA Cyber’s 12<sup>th</sup> grade cohort of SAT takers show even better performance, with Reading, Math, and Writing scores of 514, 480, and 478, respectively.

2013 SAT Scores for PA Public Schools							
SCHOOL NAME	NUMBER STUDENTS TESTED	READING AVERAGE SCORE	% tile among all schools	MATH AVERAGE SCORE	% tile among all schools	WRITING AVERAGE SCORE	% tile among all schools
PA Cyber	349	511	82.5%	479	38.5%	471	58.9%
PA Cyber's - 12 <sup>th</sup> Grade Cohort*		514	85%	480	38.7%	478	65.5%
<b>PA STATE PUBLIC SCH. AVERAGES</b>		471	37.6%	480	38.7%	450	38.5%
<b>CYBER SCHOOL AVERAGES</b>		499	71.7%	457	23.7%	452	40.3%

\*This table is based on PDE data for 2013 SAT scores for PA public schools – the 12<sup>th</sup> grade cohort data also reported by PDE is slightly higher.

The ACTs are not frequently taken by Pennsylvania high school students. For those 42 PA Cyber students who chose to take the ACTs, their average scores were generally **better or on par with both state and national averages**. ACT scores for Reading (23.4) and English (21.2) were better than both state and national averages. These higher-than-average (college aptitude) scores, like the SAT Critical Reading score, suggest a strong relationship between reading skill and success in the highly reading-dependent courses of a cyber-school – an idea bolstered by the overall public cyber school ACT English and Reading score averages of 23.7 and 24.6, respectively.

2013 ACT Scores for PA Public Schools						
SCHOOL NAME	NUMBER TESTED	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
PENNSYLVANIA CYBER CHARTER SCHOOL, THE	42	21.2	20.5	23.4	21.7	21.8
<b>PA STATE PUBLIC SCH. AVERAGES</b>		20.8	22.1	22.0	21.3	21.7
<b>NATIONAL AVERAGES</b>		20.2	20.9	21.1	20.7	20.9
<b>CYBER SCHOOL AVERAGES</b>		23.7	22.0	24.6	22.80	23.4

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

**RESPONSE:** PA Cyber made AYP for 2009, 2010, and 2011, but failed to make AYP in 2012 and would not have made AYP in 2013 had that measure been in place. This is due to a few factors. Chiefly the “all-or-none” nature of the AYP status requires that all categories and subgroups must meet

thresholds. Even with the “helps” (e.g., Growth Model, Safe Harbor, Confidence Interval, etc.), the ever-increasing threshold of state targets for Math and Reading proved too aggressive for PA Cyber, and, like many traditional public schools, continuing to make AYP under ever increasing expectations proved difficult. Unlike many traditional public schools, PA Cyber saw a disproportionately high number of transfers from under-performing schools. Responses to Section I. Student Achievement, Subsection A, Items 1 & 2 of this application provide the detailed explanation of why AYP was not met in 2012, and why the 2013 SPP score was lower than desired. (See [infra](#))

During the course of the current charter, Action Plans were created for Reading and Mathematics for 2011-12, and modified for 2012-13. These plans included (but were not limited to) the addition of supplemental instruction, course revisions, curriculum mapping, supplemental resources for monitoring and pacing students’ work, and the addition of Virtual Classrooms for more grade levels. PA Cyber also created an Improvement Plan (effective 6/30/2014) that delineates efforts for school improvement until 7/1/2017 (see **Attachment 1**).

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

**RESPONSE:** The RtII plan referenced above (and included as **Attachment 2**) details the process by which students are identified, interventions are planned, and documentation is maintained. For students who are struggling, a key component to academic success is early identification and intervention. The following table shows PA Cyber’s enrollment with the percentages of identified Specialty Sub-groups of students as of the Fall 2013 enrollment.

<b>PA Cyber Enrollment – 10/01/2013</b>		
<b>Specialty Sub-groups</b>	<b>PA Cyber %</b>	<b>State Avg %</b>
<b>Gifted</b>	2.55	3.95
<b>Special Education/IEP (not gifted)</b>	15.0	16.65
<b>Limited English Proficiency (LEP)</b>	0.07	2.67
<b>Low Income<sup>1</sup></b>	59.8	39.32
<b>Race/Ethnicity</b>	<b>PA Cyber %</b>	<b>State Avg %</b>
<b>American Indian/Alaskan Native</b>	0.09	0.15
<b>Asian</b>	1.19	3.44
<b>Black or African American</b>	8.22	15.09
<b>Hispanic</b>	2.76	9.47
<b>Multi-Racial</b>	4.57	2.66
<b>Native Hawaiian or Other Pacific Islander</b>	0.06	0.08
<b>White</b>	83.11	69.11

<sup>1</sup>e-rate extrapolation reported 2/2013, free & reduced lunch

Current procedure directs teachers to work with Special Education staff to ensure appropriate individualized accommodations and modifications are being employed. Additionally, PA Cyber makes available to all students a wide-range of supplemental resources designed to bolster the comprehension of course material. For example, students have access to the PA Cyber online library and netTrekker®. The PA Cyber online library makes books, eBooks, periodicals, and videos available to students and their parents. Access to the educational search engine netTrekker® connects students and their parents to more than 400,000 educator-approved sites, including BrainPOP® and Weekly Reader®. Instructional supervisors may also recommend other grade-level specific supplemental resource materials, such as Study Island® for students in grades 3-11. These resources engage students with online interactive games, tests, flashcards, and video lessons designed to strengthen their understanding of the concepts (i.e., the Pennsylvania Assessment Anchors) that determine mastery of math, reading, writing, and science topics assessed on the PSSA and Keystone Exams.

Tutoring for courses is offered through a variety of means. *PA Cyber Video Tutoring* provides K-12 students with mini-lessons on a variety of math and reading topics to review, refresh, and clarify concepts. *IMPACT* (Innovative Mentoring Program and Coaching Tutorial) is a peer tutoring program that is available to 4<sup>th</sup> and 5<sup>th</sup> grade students. It pairs these students with an 11<sup>th</sup> and 12<sup>th</sup> grade GATE/STAR or National Honor Society student for one-on-one tutoring in math. The *Open Tutoring* program is available to students in grades 3-12. Via Blackboard Collaborate, the Open Tutoring program provides a set time for students and their course teacher to interact; having their actual course instructor available ensures greater congruity between tutoring session assistance and course content. PA Cyber offered the *RAMP* (Reading And Math Practice) program to provide supplemental personal instruction and practice of reading and math skills to PA Cyber K-5 students during weekly live online sessions with a qualified instructor. While PA Cyber has opted to discontinue the *RAMP* program, it has been replaced with additional supplemental online programs that allow students to get further assistance on their own schedules. First In Math® is a resource appropriate for K-8 students and was designed to help build math skills through engaging grade-level specific educational games. Fast ForWord® is available to students in K-12 and helps students to increase reading performance by providing continuously adapting skill-level critical reading tasks. Reading Assistant® uses individualized corrective feedback via speech recognition to coach students during real-time reading practice sessions.

Through student-specific accommodations, increased embedded interventions, increased tutorial support, and increased “face-to-face” teacher time (a strategy recently implemented for all students), the IEP students subgroup showed positive growth relative to PA Cyber students as a whole. Additionally, data indicates that the IEP student subgroup often outperformed the Statewide IEP student averages as illustrated in the chart below.

In brief, over the last five years the IEP subgroup of PA Cyber students averaged 42% Advanced or Proficient for PSSA Reading, 34.8% Advanced/Proficient for Math, 24.2% in Writing, and 41.5% for Science. By comparison, PA statewide averages for the same time period were 35.6% Advanced/Proficient for Reading and 43.7% for Math, 37.6% for Writing, and 33.5% for Science. The following tables present the percentage of PA Cyber IEP students who scored at the Advanced and Proficient level for PSSA Reading, Math, Writing, and Science over the last five years and compares these averages to statewide IEP proficiency levels.

		Reading Adv/Prof %				
	Grade/Year	2009	2010	2011	2012	2013
PA Cyber IEP	3rd	40.0	66.7	34.4	35.0	42.5
	4th	42.3	46.9	46.8	53.8	40.4
	5th	26.4	30.8	27.6	36.8	25
	6th	37.6	36.4	51.5	49.3	35.4
	7th	42.6	39.4	53.3	53.1	36.2
	8th	49.4	55.9	62.1	39.4	33.6
	11th	31.9	43.8	39.2	43.6	
		PACCS IEP Reading Adv/Prof Average = 42.0				
State IEP	all/year	32.7	33.7	37.8	38	
		State IEP Reading Adv/Prof Avg = 35.55				

		Writing Adv/ Prof %				
	Grade/Year	2009	2010	2011	2012	2013
PA Cyber IEP	3rd					
	4th					
	5th	6.9	20	13.3	14.6	20
	6th					
	7th					
	8th	21.7	19.1	24	8.8	20.3
	11th	42.6	45.8	44.3	37.2	
		PACCS IEP Writing Adv/Prof Average = 24.2				
State IEP	all/year	33.9	37.6	40.7	38.0	
		State IEP Writing Adv/Prof Avg = 37.55				

		Math Adv/ Prof %				
	Grade/Year	2009	2010	2011	2012	2013
PA Cyber IEP	3rd	56.0	59.2	48.2	28.2	42.5
	4th	50	50.1	55.3	41.1	40.5
	5th	29.4	36.5	34.8	39.3	20
	6th	31.2	34.1	42.4	43.4	32.6
	7th	25.9	39.4	42.9	32.1	27.9
	8th	23.4	30	33.3	24.5	18.9
	11th	7.7	17.2	22.5	21.8	
		PACCS IEP Math Adv/Prof Average = 34.8				
State IEP	all/year	39.1	45.7	46.9	43	
		State IEP Math Avg = 43.7				

		Science Adv/ Prof %				
	Grade/Year	2009	2010	2011	2012	2013
PA Cyber IEP	3rd					
	4th	60.9	78.5	65.9	63.4	45
	5th					
	6th					
	7th					
	8th	26.4	27.3	43.4	37.8	25.6
	11th	14.5	21.9	41.3	28.9	
		PACCS IEP Science Adv/Prof Average = 41.5				
State IEP	all/year	32.1	31.2	35.2	35.5	
		State IEP Science Avg = 33.5				

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

**RESPONSE:** See Attachment 3 to this application. As detailed above, PA Cyber has made moderate progress toward the goals established in the current charter. A review of student performance on the PSSAs over the period of the charter reveals a relatively consistent percentage of students at the proficient or advanced level across the four assessed areas (Math, Reading, Science, Writing). These scores translated into positive AYP results in 2009, 2010, and 2011(See Goal 1 above). Also, data provided by PSSA results has been used to inform instructional strategies and plans (See Goal 4 above).

**B. Educational Programs**

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

**RESPONSE:** PA Cyber offers curricular options from two different vendors, including the National Network of Digital Schools and Calvert Education. PA Cyber is vigilant in its review process of its curriculum and supplemental programs to ensure that the requirements of 22 Pa. Code Chapter 4 are met and maintained. The school offers planned instruction that is aligned with the Academic Standards and PA Core Standards to every student each year as appropriate, without discrimination to a student’s race, sex, religion, disability, or origin.

In addition to the information provided to PA Cyber concerning standards alignment of the curriculum options, PA Cyber also requires teachers to map their courses in order to find any gaps and redundancies

between grade levels and content area subjects. These findings are addressed accordingly, and necessary supplemental instruction is provided to students via the online live class sessions. PA Cyber strives to continually provide rigorous content and assessments that are aligned to the standards to every child we educate with the goal of improving student achievement and preparing our students to become self-directed, lifelong learners. PA Cyber also encourages our high school students to take advanced placement courses and college classes when applicable in order to prepare them for their upcoming educational journey. The current Course Catalog is included as **Attachment 4** to this application, as are random lesson plan samples.

### ***Overview of Curriculum Options***

**LINCOLN INTERACTIVE:** Offered by the National Network of Digital Schools, Lincoln Interactive is designed specifically to meet the needs of 21<sup>st</sup> century teachers and learners working in online and blended learning environments. Lincoln Interactive is an EK-12 curriculum that delivers an adaptable, on-demand, and personalized educational experience for students of all ages. Lincoln Interactive courses feature rich content and engaging activities, including broadcast-quality videos, slide presentations, original songs and games, podcasts, interactive labs, and web investigations.

The Lincoln Interactive course catalog (which can be accessed online via <http://catalog.lincolninteractive.org>) currently offers more than 250 courses divided by grade levels. Little Lincoln courses are for students in grades EK-2, Primary courses cover grades 3-5, and Secondary courses include middle and high school grades. Content in each grade level covers the core areas of math, reading, science, and social studies, as well as a full complement of elective courses. Additionally, the curriculum encompasses the creative and performing arts in its commitment to the importance of a well-rounded education. Lincoln Interactive aligns to standards established by the Department of Defense Education Activity (DoDEA), as well as state standards and Common Core standards as mandated by the Pennsylvania Department of Education (PDE).

Highlights of the Lincoln Interactive curriculum include:

- **Up-to-Date:** The ability to continuously update, enhance, and improve content is one of the many advantages of digital curricula, and NNDS has been committed to this concept since first entering the market nearly a decade ago. In response to changes in the educational landscape (particularly for cyber charter schools), NNDS is undertaking a comprehensive redevelopment process for Lincoln Interactive that will be completed for release ahead of the 2015-2016 school year. The framework for the enhanced curriculum allows for an even more adaptable, on-demand, and personalized experience for learners of all ages. New features include:
  - Assuring *validated* alignment to the recently implemented PA Common Core Standards. Each standard will have correlating measurable learning objectives that can be efficiently and effectively assessed. During the development process, validated and aligned assessments items are being integrated. These validated assessment items are sourced from large question pools from reliable assessment organizations that validate to PARCC and Smarter Balanced. By using validated assessment questions pools, teachers will be able to closely monitor and adapt the curriculum to meet the needs of the struggling students.
  - Enhancing the learner interface and offering full features on any device (laptop, tablet, smartphones)
  - Validated and reliable integration of multiple assessment tools and strategies

- Additional “Applied Knowledge Assessments” (project-based, authentic, real-life, relevant assessments)
  - Interactive learning objects that are meta-tagged by content and standards
  - Integrated multimedia (tutorials, real-life scenarios)
  - Additional tools for identifying student needs to aid in the “Child Find” process
  - Increased accommodations for student special needs (IEP, GIEP)
  - Real-time updates pushed automatically to all clients
  - Client-centered content customization and creation options
  - Content that can be formatted and printed on demand
- **Integrating the Arts:** NNDS is committed to developing highly interactive, age-appropriate, and engaging activities that encourage students of all ages to “want to learn.” Newly redeveloped Lincoln Interactive courses employ a multi-discipline approach with a special emphasis on infusing the creative and performing arts across the curriculum.
  - **Early Learning Excellence:** In grades EK-2, students are introduced to a standards-based curriculum that includes daily lessons in reading, writing, and math, as well as routine exposure each week to social studies, science, and wellness. Other features of the Little Lincoln curriculum include:
    - The curriculum combines online and offline components. Online, students interact with teachers through engaging videos, audio stories, weekly wellness videos, and a variety of mini-games for extra practice and reinforcement. Offline, students complete a variety of activities and assessments under the guidance of parents or other adult mentors.
    - Parents are supported using a guidebook that provides detailed instruction on how to work effectively with the student. For example, *Getting Started* activities include writing journals, word walls, math journals, and weather and calendar activities. Provided activity books include graded and non-graded practice for students to reinforce targeted concepts. *Extra Practice* supports struggling students in mastering difficult concepts, while *Extend Your Thinking* activities are designed to challenge the student on the objectives from the lesson.
    - Students begin learning sight words in the second quarter of the EK curriculum. They begin with one sight word per week and, by the last quarter of the curriculum, they are given sight word workbooks that are read aloud and use all the words learned throughout the year.
    - Fluency assessments are given beginning in EK, and start with letter recognition, sound recognition, number recognition, shapes, colors, and sight words. This continues through the 2<sup>nd</sup> grade curriculum, where reading fluency, sound recognition, and word recognition are assessed using audio files.
    - Students are also required to complete comprehension assessments four times per year beginning in EK.

- **STEM:** Lincoln Interactive supports the national emphasis on science, technology, engineering, and mathematics, through cutting-edge science courses. Offered to high school students, these elective courses introduce contemporary science topics relevant to today's STEM careers including computer engineering, solar technologies, bio-fuels, genetics, sports medicine, forensic anthropology, and more.
- **World Languages:** Lincoln Interactive offers elective courses in five languages: Chinese, Spanish, French, German, and Latin. Each course uses a combination of learning tools to allow students to see and hear the language. Students use web casts, audio recordings, flashcards, games, and other tools to promote comprehensive learning of pronunciation, grammar, and vocabulary. This approach allows students to develop both written and conversational language skills.
  - Students will also learn about the culture and traditions of the language. World language explorations are available at the elementary level to introduce students to the basic elements of a language. World language discoveries are offered at the middle school level to begin to build a solid foundation in vocabulary and pronunciation. High school students can take Spanish and French at four levels: level I, level II, level III, and advanced. Latin, German, and Chinese are available at level I and II.
- **Accreditations:**
  - **AdvancED:** NNDS has received corporate accreditation for its secondary courses from AdvancED, a global, non-governmental, voluntary association of schools, learning centers, and corporations in 73 countries. Accreditation is awarded only after a rigorous self-study and onsite evaluation process, which demonstrates a willingness to be held accountable to the educational community and to educational professionals. The AdvancED accreditation provides NNDS with an internationally recognized mark of quality for our curriculum, our organization, and our commitment to excellence.
  - **NCAA:** NNDS' core high school courses have been approved by the National College Athletics Association's Eligibility Center, which establishes academic standards that student athletes must meet in order to compete in intercollegiate athletics.

**CALVERT SCHOOL:** Students in Kindergarten through 5<sup>th</sup> grade may participate in a curricular framework developed by Calvert Educational Services, a division of the Middle States Association of Colleges and Schools, and the Commission on International and Transregional Accreditation (CITA). Calvert's comprehensive curriculum uses a blend of traditional textbooks and online learning. The K-5 curriculum is built on a foundation of reading, writing, and arithmetic. This foundation is layered with history, science, music, geography, and the arts to ensure a well-rounded education.

Students are assigned a Pennsylvania-certified teacher and progress is monitored by both the teacher and the student's Academic Advisor. The teacher grades and evaluates the assessments and provides the family with a holistic, narrative description of the strengths and weaknesses of the student and suggests additional practice, reinforcement, and activities.

Calvert's teacher-created Lesson Manuals, relevant online resources, and proven educational methodologies combine to create a complete and organized curriculum to guide student learning and success.

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

**RESPONSE:** Instructional Delivery Modes

### ***Virtual Classroom***

PA Cyber's Virtual Classroom utilizes a unique instructional setting that conducts real-time classes with Pennsylvania-certified teachers. The Virtual Classroom is powered by our new Learning Management System, BrainHoney, and our synchronous delivery system, Blackboard Collaborate.

Virtual classes are available to students in grades 2-12. Our courses are based on the Lincoln Interactive curriculum, and students earn credit when they successfully complete the year-long courses. Our Pennsylvania-certified teachers have the autonomy to enrich and enhance the Lincoln Interactive curriculum to meet the demands of the synchronous community and the length of time the courses are in session. The Virtual Classroom follows a traditional school year calendar, typically beginning in September and ending in June.

Virtual Classroom students have the opportunity to interact with their teachers and classmates daily. All core subject area courses meet five days per week, while elective courses meet on a Monday/Wednesday/Friday cycle or a Tuesday/Thursday cycle. The schedule of Virtual Classroom courses is flexible; however attendance in scheduled courses is mandatory. Together with their Academic Advisor, students and families are able to create a class schedule that meets the needs of our students' demanding schedules.

Students in 2<sup>nd</sup> through 4<sup>th</sup> grade students are provided a self-contained classroom where they will be scheduled with the same teacher for all core subjects and meet daily for a given time period. Students in 5<sup>th</sup> through 12<sup>th</sup> grade will maintain a daily schedule that will have the student working with a different teacher for each course. During these class times, daily lessons will include teacher lecture, small and large group discussion, videos, and other activities. Homework is assigned daily to reinforce the concepts that are taught in the classroom. All Virtual Classroom courses are recorded and archived so students can review the lesson for reinforcement or if they were unable to attend due to sickness or appointments.

Throughout the course of the day, teachers are provided with time for planning, open tutoring, and office hours. This allows student access to teachers during the course of the day to take advantage of remediation opportunities or meet to discuss grades, projects, or upcoming exams.

### ***Blended Classroom***

Beginning in the 2014-2015 school year, PA Cyber is introducing the newest instructional method to students, the Blended Classroom. The Blended Classroom combines the best of the asynchronous, self-paced setting with the addition of a live classroom experience one day per week. Blended Classroom courses are taught by Pennsylvania-certified teachers, and attendance in the live component is based upon student need. The Blended Classroom is powered by PA Cyber's new Learning Management system, BrainHoney, and a synchronous delivery system, Blackboard-Collaborate. The Blended Classroom is an option for students in grades K-12. In grades K-4, students selecting either the Calvert or Lincoln Interactive curriculum will be scheduled in a live class session once a week for all subjects. These class sessions will feature videos, slide presentations, discussions, and other activities to help reinforce the content presented in the asynchronous material. In grades 5-12, all core content area courses, including Language Arts, Math, Science, and Social Studies, will be offered in the Blended Classroom. Students

will be required to maintain a steady pace in their asynchronous work, and may be required to attend the once weekly live classroom meeting. The Blended Classroom offers the flexibility of a self-paced course with the live teacher support that will help all students be successful.

### *Asynchronous Classroom*

The Asynchronous Classroom (AC) is available for all elective and enrichment courses. Asynchronous classes can be completed at any time and do not require a live component, providing students with the flexibility to complete coursework when it is convenient for them. In the Asynchronous setting, students log in to the BrainHoney Learning Management System and complete the work as posted in the course. Course components include readings, videos, games, discussion board threads, and a variety of assessments. A Pennsylvania-certified teacher is available to assist students and to provide feedback as they work through a course.

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

**RESPONSE:** In order for PA Cyber teachers to properly assess what students know and need to know, they utilize four main types of assessments in their classroom. These four types of assessments include formative, summative, diagnostic, and benchmark assessments.

To assess student understanding of daily lessons, teachers use formative assessments. Formative assessments provide the teacher with instant feedback about the student's comprehension and understanding of concepts and knowledge. Depending on student responses, the teacher can then modify and adapt their instruction on the spot to help improve student understanding during a lesson. A variety of formative assessment techniques are used during instruction. For example, in a virtual classroom Civics course, the teacher may ask a student to state, in his or her own words, the main idea of what was just read or discussed. Based on the student's response, the teacher may be able to move forward with the lesson or may need to readdress content to clarify any misconceptions or misunderstandings.

Summative assessments provide teachers with an understanding of students' knowledge after a chapter, unit, or course of study. Student achievement on these types of assessments will help guide a teacher's instructional decisions when beginning a new unit or chapter. Traditionally, a teacher may give a test at the end of a unit or may assign students to write a paper as a summative assessment. Different summative assessments may include a student completing research and giving a multimedia presentation, creating a pamphlet, or selecting from a menu of options to demonstrate their knowledge and understanding of the topic.

Diagnostic assessments assess a student's background knowledge and may highlight strengths and weaknesses. Teachers use the result of this type of assessment when determining what supports or enrichments a student may need in the classroom. The final type of assessment commonly used at PA Cyber is a benchmark assessment. This form of assessment measures the student's attainment of grade level standards. Benchmark assessments can assist the teacher in understanding which content still needs to be addressed or covered again during the school year. Both diagnostic and benchmark assessments are typically given in the math and language arts, so these types of assessments are not typically utilized when planning for instruction in a high school social studies class.

In order to gain a true picture of a student's knowledge and abilities, using a variety of standards-aligned assessments is necessary. Each type of assessment provides teachers with a different aspect of what the student is capable of achieving. Both formative and summative assessments must be aligned to state standards. Standards are provided as the roadmap for each course in which a student enrolls, from

elementary through high school. Aligning an assessment to standards ensures that students are meeting the goals that are set forth for that particular grade level or course and assures the student is ready to successfully transition to the next grade level or course.

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

**RESPONSE:**

***Teaching Methods***

Teaching methods encouraged at PA Cyber are designed to engage students in their own learning. PA Cyber encourages teachers to employ multiple teaching strategies, including proper communication of directions and expectations, questioning and discussion techniques, creative concept introduction, demonstration, and effective grouping of students.

***Professional Development***

Ultimately, the goal of focused professional development is to encourage flexibility and fluidity that allows teachers to seamlessly shift from one instructional approach to another in addressing different students' needs within a lesson.

PA Cyber understands the need for a high quality professional development program. In order to further our educational goals and enhance delivery of instruction, all Act 48 professional development must be aligned to the specific needs of the students to whom our educators are serving. PA Cyber examines student-level data, determines professional education goals from the data, designs action plans with activities that meet the identified needs, and evaluates the effectiveness of the training.

The Professional Development Coordinator and the Professional Development committee developed the Professional Development Plan (see **Attachment 5**) utilizing the Danielson Framework and its four domains and components as the primary focus. In addition, professional development activities utilize the Pennsylvania's Standards Aligned System Framework in an effort to enhance delivery of instruction.

Another important component of professional education that enhances delivery of instruction is new teacher induction. PA Cyber understands the need for a high quality induction program. It is also our belief that a comprehensive Educator Induction Plan (see **Attachment 6**) is the essential first step to facilitate entry into the education profession and teaching to high standards.

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. Individual goals include the following:

- To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- To provide new educators with basic information and knowledge about the school and resident students in order to increase their effectiveness in fulfilling their duties
- To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective

interaction with students

- To provide new educators with staff development experiences to achieve a successful transition into the school's educational program
- To provide experience, professional insights, and encouragement to achieve success as new employees

The Induction Coordinator, Induction Committee, and Induction Team collaborate to include induction activities that focus on teaching diverse learners in inclusive setting. The induction program integrates induction activities that focus on six identified elements of Pennsylvania's Standards Aligned System: Standards, Assessments, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. Specific training is incorporated into the plan to provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching.

- **Attach the school calendar for the current school year and for next school year.**

**RESPONSE:** See **Attachment 7** to this application.

- **Attach a copy of the School Improvement Plan if one has been developed.**

**RESPONSE:** See **Attachment 1** to this application.

**C. Future Goals and Objectives**

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

<b>Goals for Future Planning</b>						
	<b>Current Status</b>	<b>Year 1 2015-2016</b>	<b>Year 2 2016-2017</b>	<b>Year 3 2017-2018</b>	<b>Year 4 2018-2019</b>	<b>Year 5 2019-2020</b>
<b>Local test data goals for all grades tested – participation</b>	86% test participation	Maintain a minimum of 86% test participation rate.	Maintain a minimum of 86% test participation rate.	Maintain a minimum of 86% test participation rate.	Maintain a minimum of 86% test participation rate.	Maintain a minimum of 86% test participation rate.
<b>PSSA goals for all grades tested</b>	Math: 55.5% Reading: 65.1% Science 61.8%	Show a minimum of 1 year's growth as reported through PVAAS for students who have been enrolled for at least one year.	Show a minimum of 1.1 year's growth as reported through PVAAS for students who have been enrolled for at least one year.	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year.	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year.	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year.
<b>Keystone goals for 11<sup>th</sup> grade students – all</b>	Algebra: 25.4%	Show a minimum of 1	Show a minimum of			

<b>students</b>	Biology: 26.6% Lit. 48.0%	year's growth as reported through PVAAS.	1.1 year's growth as reported through PVAAS.	1.2 year's growth as reported through PVAAS.	1.2 year's growth as reported through PVAAS.	1.2 year's growth as reported through PVAAS.
<b>Increase PSAT test participation</b>	29 students reported to have taken the PSAT exam.	Exceed previous year's participation in the PSAT exam.	Exceed previous year's participation in the PSAT exam.	Exceed previous year's participation in the PSAT exam.	Exceed previous year's participation in the PSAT exam.	Exceed previous year's participation in the PSAT exam.
<b>Increase SAT/ACT test participation</b>	421 students reported to have taken either the SAT (363) or ACT (58).	Exceed previous year's participation in SAT/ACT.	Exceed previous year's participation in SAT/ACT.	Exceed previous year's participation in SAT/ACT.	Exceed previous year's participation in SAT/ACT.	Exceed previous year's participation in SAT/ACT.
<b>Increase participation in a PSAT/SAT/ACT test preparation program</b>	111 students enrolled in a pilot program.	140 students enrolled in a test prep program.	Exceed previous year's test prep enrollment.			
<b>Increase the 4-year and 5-year cohort graduation rate</b>	4-yr: 60.35% 5-yr: 76.09%	Increase graduation rates from the previous year.	Increase graduation rates from the previous year.	Increase graduation rates from the previous year.	Increase graduation rates from the previous year.	Increase graduation rates from the previous year.

## II. School Operations and Management

### A. Teacher Evaluation and Professional Development

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

**RESPONSE:** All PA Cyber staff members are evaluated annually utilizing appropriate protocols. Every employee at PA Cyber is assigned to a direct supervisor as indicated by the school-wide and departmental organizational charts. Each supervisor is responsible for conducting ongoing and year-end evaluations for his or her staff.

A summary of the specific teacher, administrator, non-teaching professional and staff evaluation protocol used in the previous four years of the current charter is described in detail below. Beginning in 2014-2015 school year, PA Cyber has adopted the Danielson Framework for Teacher Effectiveness.

#### *Teachers*

As part of the evaluation process for teachers, PA Cyber utilizes the Semi-Annual Employee Evaluation Form for Instructional I Teachers (PDE 426) for the school years 2010–2011, 2011–2012, 2012–2013 and 2013–2014 (PA Cyber utilizes the PDE 82-1 for 2014–2015). The PDE 426 looks at the following categories and aspects of teaching: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism.

Certified principals formally observe actual teacher instruction. During observation, the administrator is looking for key elements defining the lesson flow based on Madeline Hunter’s lesson delivery format. Each lesson should include a lesson title, an objective, an introduction/anticipatory set, a guided practice/monitoring, a closure/summary, and an independent practice/homework. The classroom observation is particularly helpful assisting evaluators identify sources of evidence for Category III.

In addition to the formal observation, the evaluator reviews the semi-annual employee evaluation forms; gathers and reviews various sources of evidence within PA Cyber, including evidence that is provided by the teacher; and makes judgments regarding each of the four categories of teaching as well as overall performance.

A judgment is made only after the evaluator has interpreted all of the evidence. After examining the semi-annual evaluation form's four categories, and after all evidence has been reviewed and interpreted, the evaluator makes a qualifying judgment connecting the evidence to the level of performance found on the evaluation form, which results in a satisfactory or unsatisfactory rating.

In making judgments and weighing all available evidence, principals are trained and encouraged to consider the importance of the different categories and the various aspects of teaching. An evaluator considers the evidence across all teaching aspects and in terms of how it represents each of the categories. For example:

- Is there convincing and consistent evidence of an efficient and effective system for maintaining accurate records that is aligned with school and district guidelines?
- Is there clear and consistent evidence of effective classroom routines and procedures that result in little or no loss of instructional time?

Evaluators are encouraged to consider that teaching cannot be evaluated through a single classroom observation on any single day. Instead, an accurate assessment of teaching requires that information be collected over a period of time in addition to the formal observations. In order to completely assess actual practice, it is essential to use multiple measures of performance over time.

After the teacher completes at least three years of service time and achieves six satisfactory semi-annual evaluations, PA Cyber encourages, but does not mandate, use of the Instructional I to Instructional II Assessment Form (PDE 427) as a tool for evaluation instead of PDE 426.

The teacher's performance as satisfactory or unsatisfactory, in each category indicated on the PDE 426 Form, is now examined and interpreted. The evaluator then needs to make a further qualifying judgment connecting the six evaluations' results from the PDE 426 to an Assessment of Category I through IV Factors and the final certification decision of satisfactory or unsatisfactory as an overall assessment on the PDE 427.

The Category I through IV factors are the same on the Instructional I to Instructional II Assessment Form (PDE 427) as they are on the Semi-Annual Employee Evaluation Form for Instructional I Teachers (PDE 426), in support of a coordinated approach in employee evaluation and recommendation for an Instructional II Pennsylvania Certificate.

### ***Administrators***

During the 2010–2011, 2011–2012, 2012–2013, and 2013–2014 school years, PA Cyber's administrators were formally evaluated annually using a protocol that measures multiple domains of administrator effectiveness.

The key domains of focus for the administrator evaluation tool used for the 2010–2011 and 2011–2012 school years were Professionalism, Teamwork, Service Orientation, Communication, Adaptability, Initiative, Motivation, Job Knowledge, and Judgment. These standards focus on an administrator's performance and are described below.

**Professionalism** measures the extent to which an administrator adheres to PA Cyber's policies, employee handbook, and professional code of conduct; maintains accurate records and communication with families; and participates in professional growth and development opportunities.

**Teamwork** measures the ability to support team/departmental goals, to help others by providing information and/or work assistance, and to demonstrate flexibility in responding to changing work conditions or unexpected situations.

**Service Orientation** measures consistency in demonstrating concern/courtesy to coworkers and families, the rate of follow-through on communications to families, and the ability to improve the level of service.

**Communication** measures skills to listen effectively; respond clearly and directly; prepare clear and concise reports, records, and/or documentation; and explain instructions or ideas to others effectively.

**Adaptability** measures the ability to adjust to a variety of situations/issues and the exhibition of flexibility to changing work demands.

**Initiative** measures capacity to work independently, acquire new skills, engage in creative problem solving, produce new ideas, integrate change, and make appropriate suggestions based on experience and protocols.

**Motivation** measures enthusiasm toward assuming new tasks and responsibilities, taking responsibility for departmental success, working steadily and actively, and demonstrating a positive attitude toward self and others.

**Job Knowledge** measures technical and procedural knowledge.

**Judgment** measures the ability to analyze solutions, use problem-solving skills, make appropriate decisions consistent with solutions, and obtain and evaluate pertinent information to determine the source of alternate solutions to challenges.

A rating scale that included Outstanding, Good, Fair, Poor and Unsatisfactory was applied to measure the level of effectiveness for each domain listed above.

**Outstanding** describes an administrator who consistently goes above and beyond the expectation.

**Good** describes an administrator who always meets the expectation.

**Fair** describes an administrator who meets the expectation most of the time.

**Poor** is an administrator who consistently fails to meet the expectation.

The administrator evaluation was altered slightly to streamline the process and to better measure administrator effectiveness for the 2012–2013 school year. Key domains used in the evaluation tool included Professionalism, Teamwork, Communication, Job Performance, Job Knowledge, Initiative, and Judgment. Accordingly, the domains measuring effectiveness included Exceptional, Satisfactory, and Unsatisfactory. The domain standards are fundamentally the same as those used in the previous evaluation tool.

**Exceptional** describes an administrator who consistently exceeds position requirements and whose performance demonstrates superior technical/supervisory abilities.

**Satisfactory** describes administrators whose work consistently meets the expectation/requirements of the position and whose performance demonstrates good technical/supervisory abilities.

**Unsatisfactory** describes an administrator whose work does not meet the expectations/requirements of the position and needs improvement.

For the 2013–2014 school year, the administrator evaluation tool evolved to include further modified domains and rating criteria to most accurately reflect PA Cyber’s values and competencies. Critical domains include Professionalism/Integrity, Job Knowledge/Job Performance, Quality of Work, Innovation/Initiative, Communication, and Service/Teamwork. These standards focus on an administrator’s performance and are described below.

**Professionalism/Integrity** measures the extent to which the administrator is making appropriate professional decisions in every situation.

**Job Knowledge/Job Performance** measures the administrator’s ability to perform the duties of his or her job in an effective manner.

**Quality of Work** measures the administrator’s ability to provide work results that meet or exceed PA Cyber requirements, standards, and expectations.

**Innovation/Initiative** measures the administrator’s performance in discovering and applying solutions that advance work and the school.

**Communications** measures the administrator’s ability to communicate in a manner that is clear and appropriate.

**Service/Teamwork** measures the administrator’s capacity to share, collaborate, and work and succeed at supporting others’ goals.

Rating criteria includes Exceptional, Successful, Needs Development, and Below Expectations. In addition, evaluators must identify a minimum of two domain goals for each administrator.

**Exceptional** describes an administrator who consistently meets all expectations, frequently exceeds expectations, and is a model for the PA Cyber domains.

**Successful** describes an administrator who consistently meets all expectations, occasionally exceeds expectations, and demonstrates the positive use of PA Cyber domains.

**Needs Development** describes an administrator who is not consistently meeting all expectations and may require additional development or performance enhancement.

**Below Expectations** describes an administrator who consistently does not meet the majority of expectations: employee may require substantial supervision and follow-up; does not display knowledge or ability to perform assigned responsibilities, complete work duties, or exhibit domains.

Although not required, beginning in the 2014–2015 school year, PA Cyber elected to use the Principal Effectiveness System. Principal effectiveness will be measured using a rating form designed specifically for professional employees and temporary professional employees serving as principals. Other professional employees serving as administrators will continue to be evaluated utilizing the administrator evaluation tool.

### ***Non-Teaching Professionals and Staff***

During the school years encompassing the current charter, all of PA Cyber’s non-teaching professionals and staff were formally evaluated annually using a protocol that measures multiple domains of professionalism. In addition, a protocol was used to more closely measure the Instructional Supervisors’ job performance.

The key domains of focus for the non-teaching professional’s evaluation tool used for the 2010–2011 and 2011–2012 school years were Professionalism, Teamwork, Service Orientation, Communication, Adaptability, Initiative, Motivation, Job Knowledge, and Judgment. A rating scale that included Outstanding, Good, Fair, Poor, and Unsatisfactory was applied to measure the level of effectiveness. Additionally, the 2011–2012 and 2012–2013 Instructional Supervisor Evaluation included domains that

more closely detailed professionalism, job knowledge, accountability, and service orientation. Based on objective data, the Instructional Supervisor was determined to be Satisfactory or Needing Growth.

The non-teaching evaluation was altered slightly to streamline the process and to better measure employee effectiveness for the 2012–2013 school year. Key domains used in the evaluation tool included Professionalism, Teamwork, Communication, Job Performance, Job Knowledge, Initiative, and Judgment. Accordingly, the domains measuring effectiveness included Exceptional, Satisfactory, and Unsatisfactory.

The non-teaching evaluation tool evolved for the 2013–2014 school year to include further modified domains and rating criteria to most accurately reflect PA Cyber’s values and competencies. Critical domains include Professionalism/Integrity, Job Knowledge/Job Performance, Quality of Work, Innovation/Initiative, Communication, and Service/Teamwork. Rating criteria includes Exceptional, Successful, Needs Development, and Below Expectations. In addition, evaluators must identify a minimum of two domain goals for each employee.

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

**RESPONSE:** The employee evaluation process was chosen because PA Cyber strives to ensure that all students receive a high-quality education requiring an effective teacher in every classroom and a school culture focused on raising student achievement. PA Cyber understands the need for a high-quality professional-development program to meet its student achievement goals.

In order to further educational goals and comply with Act 48 of 1999, professional development is based on sound research and promising practices (aligned to Danielson Framework for Teaching). Employee evaluations are a critical tool that provides the data used to determine individualized, professional development so that teachers, administrators, and non-teaching professionals and staff can continuously update their skill sets.

Another reason for selecting the employee evaluation is to support any related human resource decisions and plans (e.g., performance improvement plans, promotions, demotions, lateral assignments, terminations, etc.) that enhance retention. Also, evaluations serve as one aspect of performance over time for potential litigants.

In coordination with human resource professionals engaged by PA Cyber, employee evaluations have evolved and have been revised over the course of the charter to:

- Reinforce the links between organization-wide competencies, goals management, and individual professional development
- Establish tools that are practical and user-friendly, that reflect best practices from other high-performing organizations, and that are customized to the needs and challenges of PA Cyber
- Clarify, guide, monitor, motivate, and continually grow the skills and success of all staff and supervisors
- Enable clear and significant differentiation in competency and job performance levels
- Uphold principles of equity and fairness
- Encourage and provide timely feedback, especially to marginal or poor performers
- Assure the avoidance of inflammatory and emotive language.

Specifically, refinement incorporates a five-phase process of Analysis, Design, Development, Implementation and Evaluation:

- In the **Analysis** phase, key PA Cyber staff, along with human-resource professionals, confirm the goals and expectations of the evaluation process; review the current processes and tools; and determine key changes in regards to any competencies, rating, goals, etc. that need to be incorporated into the evaluation tool and evaluator training. They provide a review of related materials that support the performance management system (e.g. job descriptions, strategic plan and related annual goals, current performance management tools, communications and procedures, current merit pay, reward and recognition components and criteria if applicable, and other related practices).
- In the **Design** phase, key PA Cyber staff, along with human-resource professionals, draft performance management tools (incorporating competencies, initial goal setting, rating, etc.) as appropriate to the results of the Analysis phase. Tools include a Performance Improvement Plan (PIP) that is branded to the Performance Management Form.
- In the **Development** phase, key PA Cyber staff, along with human resources professionals, incorporate feedback into the final forms; create the performance management guidelines that define supervisory expectations in planning, documenting, and evaluating performance, providing on-going coaching and feedback, and focusing on professional growth and development; and develop the detailed content for training with supervisory staff (three hours). This training addresses all stages of implementing the performance management tools including front-end (initial launch, competency review, and goal setting), interim activities (on-going feedback, documentation, and annual reviews), and back-end activities (planning and conducting performance reviews, making related decisions, etc.).
- In the **Implementation** phase, key Pa Cyber staff, along with human resource professionals, provide training to supervisors on the process (up to 20 participants per session; estimate of 60 supervisors in PA Cyber) with three 2.5-hour training sessions.
- In the **Evaluation** phase, key PA Cyber staff, along with human resource professionals, will follow up to ensure that the project has met objectives and needs.

PA Cyber utilized PDE 426 and PDE 427 as the primary evaluation tools for teachers during the first four years of the current charter period. Although not required, beginning with the 2014–2015 school year, PA Cyber elected to adopt the Educator Effectiveness Model to ensure that students have effective teachers in their classrooms and effective leadership in every academy. Evaluators utilize the PDE 82-1 rating form that will identify the overall performance of the professional employee as Distinguished, Proficient, Needs Improvement, or Failing.

PA Cyber has chosen PA-ETEP as its electronic teacher evaluation portal for educators. PA-ETEP is designed to facilitate the PA Department of Education’s new teacher evaluation process. This tool has been developed through a partnership between Midwestern Intermediate Unit IV and EduLink, Inc. This web-based tool guides and supports all steps of the Pennsylvania Teacher Effectiveness model from Pre-Observation to Final Walkthrough. PA-ETEP is fully aligned to the PDE adopted process and allows for real-time access to evidence and feedback for both the teacher and supervisor. Each interaction is documented for record-keeping and authentication with a time and date stamp. This system has a user-friendly interface that eliminates the need for the exchange of paper documentation and enhances efficiency and accuracy.

Professional employees shall be rated at least annually, and temporary professional employees shall be rated at least twice annually. Beginning with the 2014–2015 school year, PA Cyber will be utilizing the

Differentiated Supervision model. Differentiated Supervision recognizes the level of experience, the effectiveness and the professionalism of teachers as well as the intensity and time commitment of the formal observation process using the Danielson *Framework for Teaching*. Satisfactory performance rating using a previously approved rating tool (PDE 426 or PDE 427) will be used to qualify for participation in Differentiated Supervision. It is also PA Cyber’s procedure for newly hired professional employees to participate in Differentiated Supervision only after successfully completing their first year in the Formal Observation Model.

Although formal observations will not occur while a teacher is in a “differentiated supervision year,” informal observations by a supervisor will still occur. The teacher should select a differentiated supervision mode in collaboration with the supervising administrator. All differentiated supervision modes should be aligned to the Danielson *Framework for Teaching*. Along with the model, the teacher and administrator should work together to create an Action Plan, including a mid-year review of progress and an end-of-year self-reflection report.

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

**RESPONSE:** In order to measure the quality of teaching at PA Cyber, administrators review all data identified as being relevant to consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and that align with the Pennsylvania Framework for Teaching (e.g. pre-populated Reading and Math data and locally generated, system-relevant data). The data substantiate results that represent student achievement and/or performance accomplishments.

In order to fully ensure school-wide use of data focused on teacher quality and the academic growth of all students, educators engage in professional learning communities that utilize the data action model. The data action model is a systematic process for reviewing and responding to student’s formative, summative, benchmark, and diagnostic assessment results. The process begins with a structured look at the macro data and then drills down into the smaller micro data, often bringing in additional relevant data to fully understand the root causes of any learning gaps that are uncovered. Learning gaps are then linked to corresponding instructional gaps, and the process culminates with a goal-driven action plan, complete with a metric for assessing the effectiveness of the plan once implemented.

A measure of quality teaching is revealed through the proper use and implementation of summative assessments. The summative assessments a PA Cyber teacher creates should reflect his or her formative assessments used during instruction. Similarly, teachers should create formative assessment strategies and tools that contain information that is relevant on standardized, summative, and benchmark assessments that students will complete. This does not mean that a teacher should teach to the test. Instead, both formative and summative assessments should measure the full-depth of knowledge that students have attained. Specific summative data derived from this strategy include, but are not limited to, results from PSSA and Keystone Exams and end of unit exams.

Quality teachers at PA Cyber demonstrate the use of engaging formative assessment strategies to measure students’ depth of knowledge. Teachers create quizzes and exams to measure ongoing understanding of content within the curriculum. These teacher-created assessment results are used to prioritize curricular content and instructional practices.

In addition to test and quiz results, formative assessment data include any information used to adapt instructional practices to meet individual student needs as well as providing individual students with corrective feedback that allows them to reach set goals. PA Cyber teachers are encouraged to utilize several strategies to engage students’ understanding of the concepts presented. Some common strategies

PA Cyber teachers employ in the classroom include creative questioning techniques, think-pair-share, active engagement check-ins, random reporter, observations, exit tickets, and progress monitoring. These strategies produce additional relevant formative assessment data that teachers bring to their learning communities and that contribute to identifying learning gaps. The ultimate goal for PA Cyber teachers is to use formative assessment data to modify and adapt identified instructional practices within their classrooms to increase student mastery.

PA Cyber emphasizes to its certified staff that benchmark assessments assist both the teacher and the students in measuring progress in reaching grade-level standards. As a result, PA Cyber teachers implement the Diagnostic Online Reading Assessment (DORA), Diagnostic Online Math Assessment (DOMA), Adaptive Diagnostic Assessment of Mathematics (ADAM), and Study Island. These benchmark assessment results are used to determine student progress toward meeting proficiency levels in English Language Arts, Math and Science, and all other subject matters as measured by PSSA and Keystone Exams. Additionally, these benchmark assessment results are used to identify instructional practices that are linked to student success in mastering specific assessment anchors, eligible content, and/or standards-aligned learning objectives.

PA Cyber teachers utilize pre-tests, lesson/unit quizzes, and post-tests as diagnostic measures to assess students' background knowledge and skills. Teachers use these results to measure which concepts are most and least understood by students. The collection of pre-test data is especially valuable to teachers to proactively identify students' needs and to determine levels of targeted assistance.

Specific evidence defining the quality of teaching emphasizes gains made on PSSA and Keystone Exams according to PVASS data. There is moderate evidence that PA Cyber exceeded the standard for PA Academic Growth from 6<sup>th</sup> to 7<sup>th</sup> grade PSSA Math; significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 4<sup>th</sup> to 5<sup>th</sup> grade PSSA Reading; significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 5<sup>th</sup> to 6<sup>th</sup> grade PSSA Reading; significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 6<sup>th</sup> to 7<sup>th</sup> grade PSSA Reading; significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 4<sup>th</sup> to 8<sup>th</sup> grade PSSA Science; and significant evidence that PA Cyber exceeded the standard for PA Academic Growth for the Keystone Literature Exam.

PA Cyber utilized the Semi-Annual Employee Evaluation Form for Instructional I Teachers (PDE 426) for the school years 2010–2011, 2011–2012, 2012–2013 and 2013–2014 (PA Cyber utilizes the PDE 82-1 for 2014–2015). The PDE 426 looks at categories and aspects of teaching: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. If a teacher is deemed unsatisfactory, a performance improvement plan is created and implemented in cooperation with the teacher. PA Cyber is focusing professional education for all educators, including the principal, on a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making regardless of a satisfactory or unsatisfactory evaluation rating.

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

**RESPONSE:** As indicated in the chart below, PA Cyber's staffing has remained stable, and the school has always been able to maintain the highly-qualified professional staff necessary to pursue its mission and serve its students. Based upon verbal exit interviews, the main reasons professional staff members leave are the desire to teach in a traditional brick-and-mortar setting and/or to take a position that pays a higher salary.

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

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Total number of professional staff	418	449	437	464	540
Number of professional staff employed in September who returned from previous year	363	356	413	425	420
Number of professional staff employed in June who were also employed by the school the previous September	387	431	445	461	N/A

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

**RESPONSE:** Due to the size of this table, please see **Attachment 8** of this application.

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

**RESPONSE:** PA Cyber is considered a “Title I” school. One of the requirements of having a Title I designation is that all instructional staff providing direct instruction to students must be considered “highly qualified,” a designation which in turn requires certification. Thus, PA Cyber has consistently exceeded the 75% requirement that professional staff hold appropriate certification.

When employment opportunities for instructional staff arise, PA Cyber only considers those candidates who meet the “highly qualified” requirements, such as holding at least a bachelor’s degree, maintaining valid Pennsylvania teaching certification, and demonstrating subject matter competency in the content area of the teaching assignment they are pursuing.

- **Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively. Describe the professional development that is in place to support teachers so that more students are meeting the standards. Describe why this professional development was selected and how it relates to the overall cyber charter school mission and student outcomes.**

**RESPONSE:** The Professional Development Plan (see **Attachment 5**) was selected and developed as a result of completing the Comprehensive Planning process, conforming to Pennsylvania Department of Education Guidelines, and recognizing best practices for teacher development.

Systemic challenges provide opportunities for charter schools to confront deficiencies, which may be a cause of insufficient student achievement or performance that fails to meet the expectations of the charter school, the community, and/or the Pennsylvania and/or Federal Departments of Education.

Through the System Analysis process, the Charter School Level Planning Team prompted and structured data-supported, analytical discussions about systems within PA Cyber. Through these discussions, it was discovered that PA Cyber needed to create a professional development program that aligned to the

specific needs of the students whom our educators are serving. In addition, these discussions also led to induction and mentoring programs based upon specific goals, objectives, and competencies.

ACT 48 Professional Education Plan Guidelines of (2007) and the Educator Induction Plan Guidelines (2013) assure that the professional development plan is implemented and systematic adjustments are identified and enacted, based upon specific indicators of effectiveness. Also, the components within the induction and mentoring program are implemented with fidelity (see PA Cyber's School Improvement Plan, included as **Attachment 1** of this application).

By identifying professional development and induction as a systemic challenge through the Comprehensive Plan and Improvement Plan (because of Title I Focus designation), PA Cyber designed and implemented action plans that are focused on confronting and overcoming the identified challenge. Refining this system fully ensures the principal is enabled to serve as a strong instructional leader who leads achievement growth and continuous improvement within PA Cyber.

PA Cyber understands the need for a high-quality professional development program. In order to further our educational goals and comply with the law, all Act 48 professional development must be aligned to the specific needs of the students whom our educators are serving. PA Cyber examines student-level data, determines professional education goals from the data, designs action plans with activities that meet the identified needs, and evaluates the effectiveness of the training.

The Professional Development Coordinator and the Professional Development committee developed the Professional Development Plan (see **Attachment 5**) utilizing the Danielson Framework and its four domains and components as the primary focus. In addition, professional development activities utilize the Pennsylvania's Standards Aligned System Framework in an effort to improve student achievement and enhance instructional practice.

PA Cyber offers school-sponsored professional development opportunities as well as external opportunities throughout the school year. Educators receive Act 48 hours for attending and submitting the necessary paperwork for the various offerings. For PA Cyber-sponsored professional development activities, completion and submission of PDE's Professional Development Survey for Educators and School Leaders is required. PA Cyber utilizes the responses of these surveys to evaluate future professional development offerings.

### ***Internal Professional Development Opportunities***

**SAS:** Both novice and experienced teachers are provided training in the use and application of the Standards Aligned System Portal.

**PVAAS:** Teachers are trained in the use of the Pennsylvania Value Added System application.

**Educator Effectiveness:** Training relates to the evaluation and effectiveness of professional and temporary professional employees serving as classroom teachers. PA Framework for Teaching, Observation/Evaluation and Differentiated Supervision will be the focus of training.

**School-Wide In-Service Days:** Throughout the school year, PA Cyber will communicate and provide various educator-specific professional development opportunities. Some examples include:

- Academy/Department Specific Workshops
- Sap Awareness Training
- CPR/First Aid Training
- Act 126 Mandated Reporter Training

**Professional Learning Communities:** Learning communities are a teacher-friendly, systematic process for reviewing and responding to data and cycles of 2–9 weeks. The data action model is a professional learning community that enables teacher teams to identify critical gaps in learning and corresponding instructional gaps, collaborate on solutions and develop a goal-driven action plan, evaluate the plan’s effectiveness after implementation, and determine the next course of action.

### ***External Professional Development Opportunities***

PA Cyber requires that collegiate courses, continuing professional education courses (offered by intermediate units), and noncredit continuing professional education programs, activities, or learning experiences be “related to an area of the professional educator’s assignment or certification.”

**Collegiate Studies:** Accredited higher education institutions offer academic courses of collegiate study. Each semester credit is worth 30 Act 48 hours.

**Educational Reimbursement:** After six (6) months of full-time employment, all full-time regular employees in good standing (not under a corrective action plan or other disciplinary or performance-related sanctions) are eligible for educational reimbursement.

A certified employee will be reimbursed for individual courses that have been pre-approved by his or her supervisor and administrator to be in a field that is directly related to his or her current position or to a position that he or she would qualify to attain within the organization. Reimbursement will be 75% of the course tuition and fees up to a maximum of \$2440 per year. Books, school supplies, and late payment fees do not qualify for reimbursement. Tuition reimbursement will be applied toward the fiscal year in which the course is completed.

To qualify for reimbursement, the course must be pre-approved in writing and a course grade of 2.0 or C, or better, must be earned. If the grading system is Pass/Fail, then a course grade of Pass must be earned to qualify for tuition reimbursement.

After an approved course is completed, an employee must submit the Certified Staff Request for Educational Reimbursement Form along with a copy of the following documents in order to receive the actual reimbursement: certification of course completion/grade, tuition payment receipt verification, and the written approval of his or her supervisor/administrator.

Eligibility for reimbursement of any expense under this policy ceases upon termination or notice of termination of employment. No reimbursements will be made to former employees, to employees who have given notice of termination or who have been notified that they will be involuntarily terminated. This includes situations in which approval of such reimbursement was previously provided and/or the course was satisfactorily completed prior to the date of termination.

**SAS:** PDE currently provides free online courses for Act 48 hours on the Standards Aligned System (SAS).

### ***Pennsylvania Training and Technical Assistance Network (PaTTAN)***

PDE provides a variety of teacher institutes for educators, as well as training activities through its Pennsylvania Training and Technical Assistance Network (PaTTAN).

### ***Conferences/Workshops***

PA Cyber encourages all educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, and Letters of

Eligibility to attend professional conferences and join professional organizations that build collegial relationships and professional capacity.

### ***Intermediate Unit***

Intermediate units may grant credit-equated Act 48 hours to any Pennsylvania-certified educator for completion of Continuing Professional Education courses approved by PDE.

### ***Induction***

Another important component of professional education is new teacher induction. PA Cyber recognizes that a comprehensive Educator Induction Plan (**see Attachment 6**) is the essential first step to facilitate entry into the education profession and teaching to high standards.

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. Individual goals include the following:

- To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- To provide new educators with basic information and knowledge about the school and resident students in order to increase their effectiveness in fulfilling their duties
- To provide specific training in the Standards Aligned System, data-informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
- To provide new educators with staff development experiences to achieve a successful transition into the school's educational program
- To provide experience, professional insights, and encouragement to achieve success as new employees

The Induction Coordinator, Induction Committee, and Induction Team collaborate to include induction activities that focus on teaching diverse learners in an inclusive setting. The induction program integrates induction activities that focus on six identified elements of Pennsylvania's Standards Aligned System: Standards, Assessments, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. Specific training is incorporated into the plan to provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching. Another goal of the plan is to provide experienced mentors, as outlined by PDE guidelines, to create a culture of support and professional collaboration among new and veteran teachers.

A needs assessment is completed by reviewing multiple information sources and used to establish goals and competencies for the Educator Induction Plan. Mentors provide the following types of support, utilizing tools to assess the needs of the inductee:

- Observations and conferencing with beginning teachers at set intervals throughout the first year of induction
- Instructional support that includes data-driven decisions based on student data from PSSA and Keystone Exams, Classroom Diagnostic Tools (Let's Go Learn) data, Pennsylvania Value Added Assessment System and eMetric data, and data from other standardized tests, benchmark assessments, locally developed and validated assessments

- Ongoing student achievement data analysis will provide teachers with focused educational activities aimed at improving student achievement.

When developing the educator induction plan, the Danielson Framework and its four domains and components will be the primary focus for new teachers.

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

**RESPONSE:** Teachers in PA Cyber’s Virtual Classroom voted in the spring of 2014 to form a collective bargaining unit and to be represented by the Pennsylvania State Teachers Association. Negotiations on a first contract began in the summer of 2014 and continue as of the date of this application.

## **B. Financial Solvency**

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

**RESPONSE:** All financial records are kept in accordance with Generally Accepted Accounting Principles (GAAP). PA Cyber prepares and presents the annual budget to the Board of Trustees in accordance with Public School Code. In addition, financial statements, accounts receivable schedules, and check registers are prepared and presented to the Board of Trustees each month by the Chief Financial Officer. These reports are utilized to monitor revenue and expenditure activity and are compared to the annual budget. In addition, the Board Treasurer submits a supplemental monthly report for the Board of Trustees, which indicates the current status of the school’s current cash financial position, through a statement of cash flow. The Board of Trustees also has a Finance & Audit Committee to specifically monitor the school’s financial condition, accounting services, and reporting. The Finance & Audit Committee meets periodically to assess the internal controls of the organization, review revenues and expenditures, and discuss organizational needs. Finally, the Board of Trustees has an annual audit prepared by an independent auditing firm that reports the school’s financial condition; compliance with laws, regulations, and contracts; and internal controls in terms of adequacy and adherence to the school’s accounting practices.

- **Who is responsible to review contracts, invoices and receivables, and who is responsible to sign checks?**

**RESPONSE:** The responsible staff members who currently review contracts are Dr. Michael J. Conti, CEO; Matthew Schulte, Chief Financial Officer; Nicole Granito, Chief Operating Officer; Alan Fritz, Chief Academic Officer; Jennifer Shoaf, Deputy Chief Academic Officer; Eric Woelfel, Deputy Chief Operating Officer; Sean Snowden, Principal; Shawn Lanious, Principal; Jerald Barris, Principal; Kevin Romasco, Principal; Ann Shansky, Related Services Billing Representative; Elizabeth Ours, Purchasing Specialist; Paula Bloor-Camp, Purchasing Manager; Barbara Patterson, Accounts Payable Coordinator; Valerie Wasik, NNDS Accounting Consultant; Julie Hines, NNDS Accounting Consultant; Ryan Frueh, NNDS Accounting Consultant.

In addition, contracts are regularly approved by the Board of Trustees, subject to legal review, in accordance with the provisions of internal control as specified in PA Cyber’s financial and operations policies.

The responsible staff member who currently reviews receivables is Scott Newtz, Senior Accounts Receivable and Reimbursement Coordinator. In addition, Kellie Krocsko, NNDS Accounting Consultant, also reviews receivables.

The responsible staff members who currently review invoices are Dr. Michael J. Conti, CEO; Matthew Schulte, Chief Financial Officer; Nicole Granito, Chief Operating Officer; Alan Fritz, Chief Academic Officer; Jennifer Shoaf, Deputy Chief Academic Officer; Eric Woelfel, Deputy Chief Operating Officer; Sean Snowden, Principal; Shawn Lanious, Principal; Jerald Barris, Principal; Kevin Romasco, Principal; Ann Shansky, Related Services Billing Representative; Elizabeth Ours, Purchasing Specialist; Paula Bloor-Camp, Purchasing Manager; Barbara Patterson, Accounts Payable Coordinator; Amy Portonova, Accounts Payable Representative; Deborah Moffett, Accounts Payable Specialist; Tracy Karwoski, Budget & Expenditure Analyst; Nicolette D'Antonio, Child Accounting Billing Coordinator; Valerie Wasik, NNDS Accounting Consultant; Julie Hines, NNDS Accounting Consultant; Ryan Frueh, NNDS Accounting Consultant.

In addition, a team has been developed to review invoices forwarded to school districts. The current members of this team are: Nanette Corradi, Nicolette D'Antonio, Scott Newtz, Matthew M. Schulte, Tracy Karwoski, Tina Oravitz, Hiliary O'Toole, Roberta Viscuso, Roberta Carbone.

The President of the Board of Trustees, Edward Elder, the organization's CEO, Dr. Michael J. Conti, and the organization's CFO, Matthew M. Schulte, have authority to sign checks.

- **Has there been an independent audit performed each year of the charter? For each audit, if not previously submitted to the Department, attach with the Renewal Application.**

**RESPONSE:** An independent accounting firm performs an audit of PA Cyber's financial records and internal controls each year effective June 30. PA Cyber has received unqualified opinions for all audit periods. Audits covering each of the years of the current charter to date are included in **Attachment 9** of this application.

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

**RESPONSE:** PA Cyber has sufficient financial controls and procedures in place to manage its financial resources and remit payments for its obligations in a fiscally-responsible manner. The school has developed a Manual of Accounting and Financial Reporting, which provides guidance to its employees in meeting the accounting and financial reporting requirements of the school. The purpose of the manual is to document principles, procedures, and policies governing the school's accounting practices on a daily basis as well as monthly and year-end closings. The principles, procedures, and policies provide a foundation for a system of internal controls, guidance in current financial activities and reporting of such, and criteria for decisions on appropriate accounting treatment.

Moreover, the school has documented financial controls and procedures that are updated each fiscal year and reviewed and verified with Business Office staff members with our independent auditor. These include:

- Revenue, Accounts Receivable, Cash Receipts, and Deposits
- Expenditures, Accounts Payable, and Cash Disbursements
- Payroll
- Month-end and year-end closings and reconciliations
- Federal programs
- Student computer tracking

Examples of controls are:

**--Cash Receipts and Disbursements**

- ~Authorized signatories
- ~Segregation of duties
- ~Monthly bank reconciliations

**--Procurement Process**

- ~Purchase requisitions
- ~Approved authorizers re: purchase orders
- ~Reconciliations that product and services invoiced have been received

**--Fixed-Asset Policy**

- ~Dollar amount for capitalization
- ~Depreciation periods
- ~Annual inventories

**--Budgeting, Forecasting, and Reporting**

- ~All financial records are kept in accordance with Generally Accepted Accounting Principles.

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

**RESPONSE:** Please see **Attachment 9**.

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

**RESPONSE:** Please see **Attachment 10**

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

**RESPONSE:** The Auditor General conducted a performance audit of the school to determine its compliance with applicable state laws, contracts, grant requirements, and administrative procedures. The audit covered the period July 1, 2008 through July 18, 2011. Additionally, compliance specific to state subsidy and reimbursements was determined for the school years ended June 30, 2010 and June 30, 2009.

The audit found that the school complied, in all significant respects, with applicable state law, contracts, grant requirements, and administrative procedures. However, the Auditor General identified five matters unrelated to compliance that were reported as observations. These observations are as follows:

- **Observation 1** – May have improperly received tax benefits without applying for tax-exempt status with the IRS
- **Observation 2** – Logical access control weaknesses
- **Observation 3** – Operated with a \$13 million unreserved general fund balance
- **Observation 4** – School should reevaluate its advertising expenditures, which totaled \$3.5 million
- **Observation 5** – Poorly constructed management company service contract creates inefficient spending and duplication

### **Observation 1 – Management Response**

PA Cyber agrees with the observation to the extent that it recommends best practices, and the school will seek to file a formal application for recognition of tax-exempt status with the IRS, even though the school has obtained a legal opinion that the school did not need to do so. The school will file any Form 990s required, upon a determination of such by the IRS.

**Status:** PA Cyber filed a formal application for recognition of tax-exempt status with the IRS. On September 4, 2014, PA Cyber received a determination letter from the IRS granting the school tax-exempt status under section 501(c)(3) of the Internal Revenue Code, effective November 15, 2010. The school is currently in the process of preparing Form 990s for FY 2007–2014 for submission to the IRS. A copy of the IRS determination letter, along with an email from legal counsel explaining the determination, is included as **Attachment 11** of this application.

### **Observation 2 – Management Response**

PA Cyber agrees with the observation to the extent that it recommends best practices. We are confident that our current controls are sufficient. Due to several necessary integrations, with disparate systems, we are unable to implement these recommended changes at this time. We are planning a project that will upgrade our authentication servers, and we will implement recommended changes at that time.

**Status:** All recommendations have been implemented as of October 9, 2012. Specifically, the school implemented a security policy and system parameter settings to require all users, including the vendor, to change their passwords on a regular basis (i.e., every 30 days). Additionally, passwords are now being kept at a minimum length of eight characters, including alpha, numeric, and special characters. Further, the school has implemented a password history that prevents the use of a repetitive password, locking out users after three unsuccessful attempts.

### **Observation 3 – Management Response**

PA Cyber disagrees with the observation that the school operated with an unreserved general fund balance in excess of \$13 million, and \$11 million for the 2009–2010 and 2008–2009 school years, respectively. The school believes the funds are assigned for legitimate operational reasons such as healthcare and pension increases. Additionally, due to the unpredictable nature of the future of funding for charter and cyber charter schools, the school believes having access to these funds could prevent a catastrophic event, which would impact students, employees, and the school should funding be cut.

**Status:** As evidenced by the June 30, 2013, CPA-prepared financial statement, PA Cyber has committed and assigned fund balance for various purposes, including healthcare and pension increases, facilities acquisitions, and legal obligations.

### **Observation 4 – Management Response**

Cyber charter schools are schools of choice and are required to engage in outreach to parents and students throughout the entire Commonwealth of Pennsylvania. To achieve this necessary level of outreach, the school needs to expend financial resources in the

areas of marketing and advertising. Traditional school districts generally have no such outreach and expenditures for marketing and advertising as they enjoy a mandated enrollment. Without a carefully planned and budgeted marketing and advertising effort, the school would lose students and could face financial disaster, culminating in the inability to educate existing students and sustain its other responsibilities.

**Status:** The school disagrees with the observation and asserts no corrective action is necessary. However, PA Cyber continues to undertake a review of all expenditures related to marketing and communications to assure that resources invested are done so prudently and efficiently.

### **Observation 5 – Management Response**

PA Cyber disagrees with this observation to the extent that it implies there is inefficient spending or that it implies that a percentage-fee arrangement is never an acceptable contract format. The school continually evaluates the terms and services provided under the management contract in order to ensure that fees reflect the value of the services provided under such contracts. The school engaged in the initial contract as a result of a market analysis done by an independent third party to set the market rate for such percentage fee. Subsequently, the school had a third party perform a valuation to ensure that the fees were reasonable for the services performed.

**Status:** PA Cyber has begun a review of the current agreement to include the possibility of changing from a flat-percentage fee to a fee-for-service arrangement.

Furthermore, the Board of Trustees issued a request for proposal for professional services (“Professional Services RFP”) on July 9, 2014. The Board sought information that would help it determine whether it was more cost-efficient to bring some services in-house. In addition, the Board sought information that would allow it to determine whether it was more cost-effective to have multiple vendors supply various services rather than just one. In order to allow flexibility and vendor responses, the Professional Services RFP allowed vendors to submit proposals on a variety of services related to administrative tasks, facilities management, back office support, accounting services, marketing services, and a host of other services. Vendors could choose whether to bid on some or all of those services.

The PA Cyber Board did not receive what it determined to be a sufficient amount of responses to review the issue properly. In addition, the Board realized that it would have difficulty creating a meaningful rubric for the professional services RFP because of the number of variables. Accordingly, during the September 14, 2014 regular monthly meeting, the Board decided that it would reissue a new Professional Services RFP. The Board has also determined that it will engage an educational consultant to assist the Charter School in drafting a RFP seeking the following:

- prices for accounting services;
- administrative facility operation and maintenance;
- prices for back office support;
- prices for accounting;
- prices for charter renewal support;
- prices for compliance management;

- prices for marketing;
- prices for professional technology services;
- prices for project management; and,
- prices for Human Resources Administration (although the school is bringing these services in-house this year, Trustee Brian Hayden suggested the school procure a bid for the services to ensure that bringing them in-house is cost-efficient).

Additionally, on July 14, 2014, the PA Cyber Board issued a Request for Proposals for Curriculum. In anticipation of its Charter Renewal, the Board sought to evaluate its current curriculum and review other curriculum available. PA Cyber received nine responses to the curriculum RFP. Some of those curriculum providers submitted proposals for Kindergarten through 5th Grade curriculum, in lieu of a proposal for Kindergarten through 12th Grade curriculum. The PA Cyber Deputy Chief Academic Officer (“CAO”) processed all of the information contained within the responses and created a rubric to facilitate Board review.

The Deputy CAO initially presented this rubric to the board at its regular monthly meeting in August 2014. During the September 15, 2014 regular monthly meeting, the Board decided that it could not derive enough quality information to make the necessary comparison of the responses to the Curriculum RFP. The Board determined that it would be unable to select a vendor for the next five years of the school’s charter based on the information it had.

After subsequent discussion and review of the issues, the Board ultimately decided to reissue the Curriculum RFP. The new Curriculum RFP will likely request the following:

- prices per class for curriculum;
- prices per student for curriculum;
- any discounts available under either curriculum pricing structure;
- costs for teacher and student training program(s), as well as any available discounts;
- vendor presence in Midland to respond to issues in a timely manner;
- conversion support during the transition from the current curriculum;
- technology support;
- flexible payment terms that reflect that the Charter School often experiences a delay in funding for payments redirected by the home school district (a 30-day invoice cycle will not be workable for the school);
- the ability of individual teachers to modify courses for both regular and special education; and,
- price lists for any combination of the following – Kindergarten through 5th Grade, 6th through 12th Grade, or Kindergarten through 12<sup>th</sup> Grade.

On September 22, the Board retained the services of Education Consultants to assist with the RFP process.

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

**RESPONSE:** The primary mission of PA Cyber is to provide all of its students with a high-quality education in order to prepare students to meet their lifetime goals. Consistent with this mission, PA Cyber allocates most of its expenditures toward student and teacher resources, including student curriculum, materials, computers, Internet access, teacher salaries and benefits, staff computers, staff workspace, and professional development.

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

**RESPONSE:** Fund balance breakdown of as of June 30, 2013:

Non-Spendable:	\$ 92,356
Committed:	\$ 13,837,259
Assigned:	\$ 8,580,348
Unassigned:	\$ 7,362,611
Total:	\$ 29,872,574

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

**RESPONSE:**

<b>Investment Area:</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>This Year</b>
Professional Development	\$ 475,893	\$ 986,233	\$ 1,092,587	\$ 672,786	\$ 245,308
Books	\$ 187,315	\$ 210,310	\$ 107,475	\$ 139,401	\$ 164,089
Technology	\$ 6,224,734	\$ 7,169,993	\$ 5,849,438	\$ 4,742,775	\$ 5,335,033

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

**RESPONSE:** PA Cyber receives Title I, Title II, and IDEA funds that are also allocated to significantly contribute to and improve instruction and school-wide programmatic goals to ensure that all students are served in order to foster academic growth and excellence.

Title I funding supports our school-wide program in which funds are utilized to enhance supplemental curriculum/academic enrichment programs in order to improve the academic achievement of students.

Title II funds are utilized to support professional development; in particular, funds are used to provide continuous, ongoing training that helps our teachers understand academic subjects more effectively and to learn strategies to help teachers engage students to assist them in achieving academic growth.

IDEA funding is used to support student-related services, assistive technology, and other accommodations necessary for students who have special needs to succeed.

Attached is Federal Programs Consolidated Review Letter for 2013-2014 and the 2013-2014 IDEA expenditure documentation. (See **Attachment 12**)

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

**RESPONSE:** PA Cyber is in its earliest phases of planning and constructing a new building on Midland Avenue in Midland, PA. The preliminary discussions focus on a 22,500 sf, three floor building using the footprint of the current building located at 900 Midland Avenue. This building will be used primarily for housing the overflow of current PA Cyber staff, additional conference room space, as well as a training center to provide professional development opportunities for staff. The goal for completion of this new facility is November, 2016.

PA Cyber is headquartered in Midland, Beaver County. Facilities in Midland house our administration and professional staff, as well as all support staff:

652 Midland Avenue  
Midland, PA 15059  
*Administrative Headquarters*

617 Midland Avenue  
Midland, PA 15059

735 Midland Avenue  
Midland, PA 15059

1200 Midland Avenue  
Midland, PA 15059

722 Midland Avenue  
Midland, PA 15059

PA Cyber has established eight facilities across the state to provide regional resources for potential and currently enrolled PA Cyber students and families.

Allentown Office: 974 Marcon Blvd, Suite 200  
Allentown, PA 18109  
Lessor: 974 Marcon Blvd, LP  
SF: 2,450

East Liberty Office: 216 North Highland Avenue  
Pittsburgh, PA 15206  
Lessor: Wedgwood Group  
SF: 2,100

Erie Office: 2212 West 15<sup>th</sup> Street  
Erie, PA 16505  
Lessor: 10<sup>th</sup> Street Building Corporation of Erie  
SF: 4,383

Greensburg Office: 351 Harvey Avenue  
Greensburg, PA 15601  
Lessor: 2402 West Eighth Street Property, LLC  
SF: 5,131

Harrisburg Office: 479 Port View Drive, Building C-38  
Harrisburg, PA 17111  
Lessor: Tecport Business Campus, LLC  
SF: 18,720

Philadelphia Office: 1553 Chester Pike, Suite 103  
Crum Lynne, PA 19022  
Lessor: Chester Pike, LLC  
SF: 13,431

State College Office: 2903 Benner Pike  
Bellefonte, PA 16823 (Lease expired August 29, 2014)  
Mainstream Investments  
SF: 1,669

New Location: *Effective March 2015*  
1700 South Atherton Street  
State College, PA 16801  
Lessor: Keystone Real Estate Group, LP  
SF: 2,700

Wexford Office: 155 Lake Drive  
Wexford, PA 15090  
Lessor: Frank Zokaites  
SF: 5,896

The following is a brief description of the present uses of our regional offices:

**--Enrollment Appointments:** Parents and their children have the option to schedule personal enrollment appointments at one of the physical facilities.

**--Open-House Events:** Our locations occasionally hold open-house events that are open to the general public. These events provide interested families an opportunity to meet our staff, ask questions, and learn more about PA Cyber.

**--Orientation:** Orientations are designed to give students and parents the training and support they need for a successful start at PA Cyber. Topics covered during orientation include proper set-up of equipment, accessing curriculum, and completing and submitting assignments. On-site orientation is an available option for families to choose; appointments may be scheduled at one of our locations.

**--Support by Appointment:** Students in need of assistance can schedule an appointment to receive support at any of our locations. Students can receive help with a variety of topics including organizational skills, an orientation refresher, and support on particular course assignments.

**--Art Reach:** The Art Reach program provides supplemental programs in the arts, including online and in-person workshops, classes, seminars, performances, and other special presentations in music, theatre, dance, creative writing, and visual arts.

**--Educational and Social Enrichment Activities:** Throughout the school year, our locations offer various educational and social enrichment opportunities. These services include guidance workshops, standardized test preparation, parent-planned informal social events, and Student Assistance Program workshops.

### C. School Governance

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

**RESPONSE:** A list of board members is included as **Attachment 13**. The Board reorganizes on an annual basis. On October 10, 2013 the former Board President, Dr. David Jaskiewicz, resigned from the Board. He was replaced as President of the Board by Mr. Edward Elder. Two new members joined the Board in July of 2014: Mr. Brian Hayden and Mr. John Pippy. Mr. Hayden was subsequently named Vice President of the Board at its reorganization meeting in August 2014.

In June of 2012, Dr. Nick Trombetta resigned as Chief Executive Officer, and the Board appointed Dr. Michael Conti as interim CEO. Dr. Conti was named permanent CEO in January of 2014.

Copies of all agendas for the previous year are included as **Attachment 14** of this application.

Copies of all signed Ethics forms from each board member currently serving are included as **Attachment 15** of this application.

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

**RESPONSE:** PA Cyber has a services contract with the National Network of Digital Schools Management Foundation (NNDS) to provide various services to the school. The contractual relationship between the organizations began during 2005–2006. PA Cyber began to experience significant growth in terms of enrollment, and as such, a decision was made by The Board of Trustees to seek assistance with the controlled and financially responsible management of the school.

PA Cyber and its Board of Trustees, however, maintain ultimate control and decision-making authority of all school operations at all times.

- **Describe and discuss how the board has held the external management organization accountable for measurable results.**

**RESPONSE:** NNDS provides a monthly services report that details the following activities:

- General Business Consulting
- Accounting Services
- Technology Services
- Warehouse, Procurement, and Reclamation Service
- Facilities and Maintenance Services
- Human Resources Services (currently being brought in-house)
- Payroll Services
- Marketing and Communication Services
- Special Projects as determined

The report is provided each month to PA Cyber's executive management team and is also distributed to the Board of Trustees, wherein the Board of Trustees assigns to the administration of The Pennsylvania Cyber Charter School the responsibility to monitor, evaluate, and determine the appropriateness of day-to-day activities for services provided by NNDS to The Pennsylvania Cyber Charter School. The Board of Trustees also has required that a representative from NNDS attend each Board meeting to report on any issues regarding services provided and to answer any questions regarding such as made by the Board of Trustees. Finally, NNDS provides a monthly services report of all activities provided under the management agreement. An example of this report is included as **Attachment 17** of this application. In addition, a high-level representative of NNDS is present at all meetings of the PA Cyber Board of Trustees to answer questions and address concerns. In sum, communication between PA Cyber and NNDS is maintained and encouraged not only at the administrative level, but also at the Board level.

- **Include as appendices and discuss evaluations of the management organization conducted by the board and any relevant reports from the management organization to the board.**

**RESPONSE:** In 2010, PA Cyber contracted with Herbein & Company to provide a third-party evaluation of the management agreement with the National Network of Digital Schools (NNDS). A copy of this report is included as **Attachment 16** of this application.

Furthermore, on July 9, 2014, the Board issued a RFP for Review and Evaluation of the Charter School's Agreement with the National Network of Digital Schools. Cognizant that the NNDS agreement is due to expire next year, the Board felt that the entire agreement should be reviewed and analyzed. Accordingly, the purpose of this RFP is to have an independent professional review of the NNDS Agreement as a whole, and each individual facet of service provided thereunder.

PA Cyber received three responses to the Professional Services RFP. The Chief Financial Officer of the Charter School reviewed each of these responses and created a synopsis of pertinent facts regarding each proposal, which were presented to the Board. After review and

consideration, the Board selected the Clarus Group for the review based upon its August 4, 2014 submission. The Clarus Group offered the most comprehensive services at the most reasonable cost. The Board voted to select the Clarus Group at its regular monthly meeting on Monday, September 15, 2014.

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

- **Special Education Students**

**RESPONSE:** In order to achieve compliance with applicable laws and regulations and their amendments as well as Board of Trustees Policies, PA Cyber has adopted a Special Education Procedural Manual. This manual is intended to facilitate PA Cyber's compliance with applicable Pennsylvania Regulations, the Pennsylvania Department of Education (PDE) Requirements, IDEA and its applicable regulations, applicable provisions of the Public School Code of 1949 and other applicable state and federal laws and regulations.

This manual serves the following purposes:

1. To guide our special education program to ensure that services and that a Free and Appropriate Public Education (FAPE) are provided to students with disabilities in a manner consistent with applicable federal and state law and regulations.
2. To serve as a vehicle of communication among families, personnel, and PDE regarding protections and services for student with disabilities.

All students with disabilities attending PA Cyber and their parents retain legal rights afforded to them by applicable laws and regulations. PA Cyber does not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

PA Cyber understands that it must ensure that its students with disabilities are properly served, and PA Cyber files sufficient information with PDE as mandated to demonstrate that the requirements of the IDEA and applicable regulations regarding students with disabilities are being met.

PA Cyber's Special Education Procedural Manual is intended to help PA Cyber to meet its responsibilities under IDEA and Chapter 711.

PA Cyber does not discriminate in its admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district.

PA Cyber does not deny enrollment or otherwise discriminate in admission practices on the basis of a child's need for special education or supplementary aids or services.

To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to Child Find), PA Cyber has established written policies and procedures to ensure that all children with disabilities who are

enrolled in the cyber charter school and who are in need of special education and related services are identified, located, and evaluated.

PA Cyber provides information on Child Find Activities in keeping with State regulations. The CEO or Director of Special Education or designee determines the posting of Child Find notices and availability of the PDE publication within each building and in accordance with the Board's Policy regarding Child Find.

Both the FERPA and the Special Education Notifications are posted and visible in the school's main office, on the school's main website, in the Student Handbook, and in the special education director's office. They are distributed annually with the orientation packet distributed at the beginning of each school year.

PA Cyber, in conjunction with local Intermediate Units (where possible), annually publishes a notice in local newspapers of general circulation in order to demonstrate the school's desire to find children in need of special education and related services.

PA Cyber conducts awareness activities to inform the public of its special education services and programs. (See **Attachment 18**)

- **English Language Learners**

**RESPONSE:** When English Language Learners (ELL) are enrolled, PA Cyber connects them with ELL instructors in their Intermediate Unit for assistance in accessing our online curriculum, as well as access to ELL curriculum. PA Cyber currently employs two staff members who are certified in ELL instruction and can work with IU instructors to provide online components for instruction. One of those staff members serves as a Spanish interpreter for the families of students who require such services. If parents require interpreter services for other languages, PA Cyber contracts with qualified professionals. Teachers of ELL must meet the same highly-qualified standards as all other teachers. They must also meet the requirements of the Title III, Language and Instruction for Limited English Proficient and Immigrant Students law, which requires such teachers to pass an English proficiency test on oral, listening, and reading comprehension, plus writing skills. Teachers who do not teach core subjects must still meet the Title III, Language and Instruction for Limited English Proficient and Immigrant Students, requirements if they teach ELL. The ELL student may fall into a "flexible framework" depending on his or her age, birthplace, and environment. Accommodations that support the best developmental model and options of differential factors, regarding each individual student, are provided. The Title I statute and accountability of No Child Left Behind (NCLB) provide the guideline for PA Cyber.

- **Administration of the PSSA**

**RESPONSE:** Owing to the nature and size of the school, as well as to the large geographical area from which students enroll and are served, the administration of the PSSA presents obvious logistical challenges that PA Cyber is successfully meeting using the following protocols:

**Finding and Choosing Testing Sites:** At the start of each school year, the Guidance Department maps the geographic locations of all PA Cyber students eligible for testing. The staff then determines the largest clusters of students, and identifies appropriate testing locations near each cluster. Site coordinators work diligently to choose enough appropriate sites throughout the state so that no student has more than a 45-minute drive to a testing location.

**Assigning Personnel:** After students are assigned to a test site, the number of proctors needed for each testing location is determined. Depending upon teaching certification, all employees are utilized to proctor or provide other support. Each testing location has a Site Manager who is responsible for that location. Site Managers are then assigned a staff, typically between eight and 15 employees, who will do everything from sign students in, serve as hall monitors, and proctor and collect exams. Each location is also assigned at least one special education-certified teacher.

**Contacting Parents and Students:** Approximately six (6) weeks prior to the administering of the exam, students and parents are contacted by professional staff and are provided a list of available testing sites. Parents then choose a location that is closest to them, or that is most convenient for them. Additional phone calls, emails, and even post cards are used to remind students and families of test dates, times, and locations.

**Preparation Materials:** All students are encourage to take the Scantron test at the beginning and mid-point of the year. Title I tutoring is offered to those who need additional support. Virtual Classroom teachers implement testing tips into their lesson plans.

**Special Education Student Assistance:** Special education proctors administer the test to those students with an IEP or 504 plan. All testing accommodations written into an IEP are followed, including small group/individual testing, extended time, scribing, use of laptops, etc. Special education proctors will also travel to alternative sites in order to give the exam one-on-one to those students who require additional attention. An additional small-group testing room is always booked for those students who need/qualify for this accommodation. All Site Managers are provided with a list of special education students, as well as a copy of their accommodation plans. The Site Manager works closely with the special education proctors to ensure that all students are provided with the specified accommodations.

## ○ Health and Safety Requirements

**RESPONSE:** Article XIV of the PA Public School Code provides that all children attending public schools receive health services, which include medical and dental exams, growth, vision, hearing, scoliosis, and tuberculosis (TB) testing. Health records are maintained on all students to ensure they receive medical and dental examinations along with grade-appropriate health screenings on an annual basis. BMI is calculated on each student as required. Student health records are maintained in locked file cabinets in a secure, separate locked room. All health screenings are accurately documented in each student record. At enrollment and orientation events, Health Office staff perform screenings on new and current students. Also under Article XIV of the PA Public School Code, nursing services are to include treatment of acute and chronic conditions, first aid, emergency care, health counseling, medications administration, health promotion, maintenance of student health records, and assessment for immunization. Although PA Cyber does not regularly have students in buildings where the school's nursing staff are located, the nurses do provide nursing services for staff, which include treatment for those diagnosed with chronic conditions, first aid, and health counseling and promotion. Every employee is offered CPR/AED and first aid training on an annual basis. School nurses have standing orders from the school physician, which are updated each year, to dispense Tylenol, Advil, Albuterol, Benadryl, Epi-Pen, potassium iodine tablets, and oxygen as needed. PA state regulations maintain that "school children are to be immunized against diseases that interrupt school life and learning for individuals." PA Cyber's Health Office staff assesses immunization records prior to entry into the school, and track immunizations to ensure they are complete and in compliance with all laws, regulations, and mandates. Any student

entering PA Cyber is required to have all completed immunizations prior to enrollment. This aids in preventing students from having an “incomplete” immunization status. There are exceptions where “provisional” status enrollment is given, such as for students in PA Cyber’s K4 program. These students are given the eight-month provisional period, at the end of which the school must receive the completed immunization record.

PA Cyber has an established Safety Team (a resource provided through the services agreement with the National Network of Digital Schools) that meets on a monthly basis to discuss and address safety concerns system-wide. The mission of the safety team is to preserve and protect the people, property, and efficacy of PA Cyber. This team includes staff members from various departments, including maintenance, nursing, and physical education, as well as employees who are volunteer firefighters. One of the leaders of the Safety Team holds a master’s degree in Safety Management. A Safety Plan is developed for every PA Cyber facility. An example of such a plan is included as **Attachment 19**. Safety Plans for all facilities are available upon request.

One of the goals of the Safety Team is to ensure that all PA Cyber employees are trained in the latest cardiopulmonary resuscitation (CPR) techniques and Automated External Defibrillator (AED) techniques. Another goal is to train the staff on the use of various safety equipment and tools. Ongoing safety tips are periodically communicated with the staff via email, and in large- and small-group meetings and in-service events. PA Cyber also follows the standards outlined in the Occupational Safety and Health Administration (OSHA) 29 CFR 1910 General Industry to ensure compliance.

All PA Cyber facilities have undergone local building and fire inspections. All occupancy permits have been obtained (see **Attachment 20** of this application), and regulations fulfilled, as required by local ordinances. Facilities are also in compliance with all federal, state, and local health and safety laws and regulations.

Photo ID badges are required to be worn by staff when on duty, whether the employees are local or working in the field. The use of swipe entry and receptionist push-button entry systems is in place at the school’s facilities throughout the state. At locations where swipe entry is not in place, a one-point system is implemented utilizing receptionist desk staff members.

Every building manager and supervisor is equipped with PA Cyber’s Safety, Emergency Action, and Traumatic Events plan (see **Attachment 19** of this application). This plan clearly maps out procedures and guidelines to follow based upon the specific emergency situation.

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

**RESPONSE:** Following the annual reorganization meeting of the PA Cyber’s Board of Trustees, a notice is posted in a local newspaper of general circulation listing the names of the appointed Trustees and the scheduled dates of each month’s regularly planned public meeting for the school year, including the time and place of the meetings. A notice, indicating the date, time, and place of the meeting, is posted in a local newspaper of general circulation no fewer than three days before each regularly-scheduled meeting, any rescheduled regular meetings, and each special meeting. Board meeting dates and times are also posted on PA Cyber’s website.

Notices of individual meetings are also prominently displayed in the area PA Cyber School has set aside for this purpose no fewer than three days prior to each regularly scheduled, rescheduled regular, and/or

special meeting. PA Cyber uses a public electronic board document system, which posts, on the morning of each regular or special meeting, a copy of the meeting's agenda. The public may view agendas at <http://www.boarddocs.com/pa/pacyber/Board.nsf/Public>.

PA Cyber's Board includes among its Trustees some appointed members who are, as a matter of policy, parents of current and/or former students of the school. Parent attendance and participation in all public meetings is encouraged. Correspondence addressed to the Board of Trustees is shared regularly on behalf of parents who may not be able to attend meetings in person.

### III. Overall School Design

#### A. Communications to Parents and Community

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

**RESPONSE:** PA Cyber recognizes its accountability to parents and the communities it serves and values the input and feedback the school receives from a variety of stakeholders. PA Cyber has gathered valuable information by conducting surveys, focus groups, polling, and parent groups. For example, in the past year PA Cyber has participated in over 150 community events across the state (See **Attachment 21** to this application). Through its management services provider NNDS, PA Cyber was involved in polling to understand public perception of cyber charter schools and how to communicate more clearly and effectively with the public. This polling also provided insight regarding what educational factors matter to parents when choosing an educational option for their children. A copy of this survey data is included as **Attachment 22** to this application. PA Cyber also conducted a survey to new families to gain insight to their first user experience, undertook a school report card survey to existing families, and performed an exit survey with students that withdrew. The results of these surveys are included as **Attachment 23** to this application.

The school regularly communicates with students, parents, and stakeholders of its community, which spans the commonwealth. Among these outreach efforts are news releases, correspondence to parents, external and internal school websites, student and faculty profiles, various social media sites, and monthly e-newsletters. Among other outreach efforts are:

- Routinely promoting Family Link and marketing and admissions events, which helps families stay connected to school activities across the state;
  - Communicating with the Department of Education, statewide elected officials and their staff, legislators, and lobbyists through correspondence to update them on school policies and procedures;
  - Gathering and analyzing data and services that complement and substantiate communications efforts;
  - Maintaining open lines of communication with TV, radio, and newspaper reporters who cover the school and its students, providing them with timely and accurate information worthy of broadcast and publication;
  - Promoting school-related activities, including those related to STEM, arts, and gifted students;
  - Offering letters-to-the editor and op-eds to newspapers across the state to keep their readers apprised of current school policies, procedures, and achievements.
- **Provide evidence that the Board of Trustees has been responsive and effective as a governing entity. Discuss how formal complaints have been investigated and resolved. Provide specific examples of governance issues and how they have been resolved.**

**RESPONSE:** PA Cyber appoints members to the Board of Trustees in a manner consistent with the school's bylaws, specifically Article 4, and applicable law. The Board of Trustees holds open and advertised public meetings on a monthly basis and maintains detailed minutes of such meetings. These public meetings have an agenda that includes the formal approval of items such as contracts, financial statements, the school calendar, employment changes, curricula and textbooks, and expenditures to respond to the needs of PA Cyber's staff and students. The Board of Trustees also adopts policies and

reviews administrative procedures to ensure proper governance of the school. The Board of Trustees represents the school at community meetings, staff functions, in-service trainings, and may attend state and national conferences, all of which provide additional knowledge to add to their effectiveness in governing the school.

PA Cyber's administration and Board of Trustees are also responsive to complaints from parents, students, staff, and community members. As complaints are received, PA Cyber works diligently with all concerned parties, including the Department of Education, to fully investigate, evaluate, and resolve as appropriate. Due process and confidentiality are maintained throughout.

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

**RESPONSE:** PA Cyber Board of Trustees has sought to include parent representation among its members. Over the course of the current charter, three board members had children attending the school and one board member was a recent graduate. The Board of Trustees advertises open, public meetings on a monthly basis and provides ample time during a public comment session for parents, students, and other interested members of the community to address comments and questions to the Board. In the interests of fostering and maintaining a culture of transparency and accountability, PA Cyber maintains a separate website for information its Board of Trustees generates. This site allows users to review board agenda items and see what action trustees took, as well as look at archived documents from previous meetings. A link to the Board of Directors site is presented to the public at PA Cyber's main website. The URL for the Board's website is:  
<http://www.boarddocs.com/pa/pacyber/Board.nsf/Public>

PA Cyber recently appointed two new Board members, with an eye toward broadening and enhancing input from the communities the school serves. Brian Hayden brings a wealth of experience in local and federal government, as well as expertise as a community college administrator. John Pippy is a retired state senator who offers unparalleled knowledge of legislative issues that impact cyber charter schools and the students, parents, and communities they serve.

Please see **Attachment 24:** Pennsylvania Cyber Charter School Bylaws.

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

**RESPONSE:** PA Cyber strives to be a good neighbor and to have a positive impact on the communities it serves. PA Cyber employees frequently volunteer in worthwhile community activities and other charitable events, and has always maintained good relations with the community at large. When complaints are received from the community, PA Cyber follows the same general process by which it handle complaints from any other valued stakeholder: the administration and/or Board of Trustees works diligently with all interested parties to investigate, evaluate, and resolve matters as expeditiously as possible. Complaints from the community are generally limited to parking concerns and are addressed through communication to staff via the Chief Operations Officer.

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

**RESPONSE:** PA Cyber has a variety of mechanisms in place to solicit, evaluate, and act upon the experiences, ideas, and opinions of stakeholders in the school. These include:

**Student Orientations:**

After the student has enrolled, the student and his/her parent are strongly encouraged to attend a Student Orientation. The purpose of the orientation is to enhance the student/parent's first user experience by providing training and affording them the knowledge and skills needed to succeed in a cyber environment.

**Ongoing Partnership:**

The vital partnership between parent, student, teacher, and academic advisor continue throughout a student's enrollment at PA Cyber. Each member of this partnership is given the responsibility of overseeing and monitoring the academic progress of the student and maintaining the regular contact with the teacher and academic advisor and/or other school personnel. Parents and students are given full access to the online grading system that provides up-to-date information on all assignments, quizzes, and tests completed by the student. Access to this up-to-date academic information affords parents the opportunity to take a major role in overseeing and shaping their child's academic progress. Ongoing frequent contact between all parties is an essential component to a successful partnership. The parent and the student are given an open invitation to contact the academic advisor and teacher as needed, thus affording them every opportunity to participate in shaping the student's academic process.

**Student/Parent Course Surveys:**

Course Surveys, completed at the end of each course, give students and parents direct input into the process of shaping curriculum and course content. Parents and students are encouraged to complete the course surveys, as they are a vital source of feedback that is needed in our effort to maintain excellence in the school's curriculum. Each completed course survey is reviewed by the curriculum staff with diligence and genuine concern, as this valuable input has, in fact, been used to improve and update course content.

**Family Link:**

PA Cyber recognizes parental concern regarding the socialization aspect of cyber education. In 2005, The Family Link organization was organized as an outreach program to enrich the cyber school experience through planned activities and casual gatherings. It is designed so that PA Cyber families who live near each other can get acquainted and students can make new friends. Past events include: Welcome Back picnics, museum visits, factory tours, bowling days, skiing, snow-tubing, a winter party for students of all ages, Coffee House nights for teens, ice cream socials, plus many more activities that are unique to each region. Family Link information is housed in a secure site in the school's Learning Management System, accessed via the student's homepage. Each geographic region has its own page where all activities and events are posted. Additionally, there is a directory that lists member families by region, age of students, and parent contact information, affording families the opportunity to reach out to other families within their demographic area creating a sense of community. The Family Link organization is another example of how PA Cyber families and employees have the opportunity to take ownership in not only the educational process, but also in the social development of the student.

**Social Media:**

By making information about and contact with the school accessible via social media platforms, the school is able to provide an alternative mode of information and contact for both current and potential families. Facebook and Twitter provide the opportunity for interaction with thousands of people that otherwise might not be reached. Ultimately, the goal is to saturate the school's current and future families with information. Facebook and Twitter have provided the school's administration, faculty, and staff another avenue to address parent and student issues, concerns, and questions - sometimes almost instantaneously. These sites allow the school to be proactive with situations that might not have been discovered or addressed. The school also utilizes interactive postings that encourage parents and students to discuss their experiences, likes, and dislikes.

Since their creation, these new social networking tools have already met some of the school's short-term goals. PA Cyber wants to be involved in technology that people are already actively utilizing. These virtually cost-free programs are allowing the school to disseminate news and information to interested families and students, provide information about what cyber school is and is not, and continue to provide students and parents with a platform to connect and network.

**Field Trips:**

PA Cyber offers a variety of school-sponsored, supervised field trips across the commonwealth of Pennsylvania. The field trips are educationally based and family oriented, making most field trips available to all students, K-12, and their families. PA Cyber-sponsored field trips strive to offer educational opportunities as well as social interactions while maintaining the informative structure of a field trip that aid as enrichment to students' everyday studies.

**Live Parent Forums:**

Parent forums are online meetings that strive to communicate timely and important information to parents. Using this platform, PA Cyber staff members educate parents on topics ranging from organizational skills, to the importance of the PSSA. These live forums also give our students and parents the opportunity to ask questions and provide input into the process of shaping our school.

**Big Tent Group:**

There are several chat groups, which were established by parents for parents and students attending cyber schools in Pennsylvania. They serve families by providing a forum in which to discuss a variety of topics and issues. These include, but are not limited to: sharing information about public cyber schools in Pennsylvania; providing social interaction for families across the state by sharing information on events; providing information about activities and support groups; and the sharing of ideas, tips, and advice along with an opportunity to voice concerns and frustrations.

**Staff Idea Tab on internal Intranet Site:**

Staff is encouraged to provide input and ideas that come directly to our administration. Our board and administration understand the value of stakeholder involvement and buy-in, and that valuable input comes from all levels in the organization.

*Copies of surveys and participants can be made available upon request in order to protect the privacy of our students and parents.*

**B. Student Enrollment**

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

**RESPONSE:** Enrollment has increased, although the rate of growth has stabilized. PA Cyber does not cap its enrollment. The average “churn rate” for the last five (5) years is 36% using the formula required by PDE as enrollment divided by withdrawals.

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

**RESPONSE:** PA Cyber tracks enrollment and withdrawal information in our Student Information System (SIS), and also retains copies of the Enrollment Notification Forms and Withdrawal Notification Forms for all students. Districts are notified within 15 days of enrollment or withdrawal, and PA Cyber’s Child Accounting Department works closely with districts regarding inquiries or objections through research and investigation, as needed, and providing timely and accurate responses.

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

**RESPONSE:** PA Cyber uses a variety of marketing communications tools to notify students and families of its existence as a public education choice in the Commonwealth of Pennsylvania. These tools include print advertising, television and radio ads, and digital and social media. PA Cyber is diligent in deploying these tools equitably throughout the state, and in maintaining outreach to student populations wherever they may reside. This includes positioning PA Cyber office locations so that they are within a relatively easy commute for students and families.

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

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>This Year</b>
Total Student Enrollment at the end of the school year	7477	8597	9178	9144	9077
Number of students enrolled in June who were also enrolled in September of the previous year	6828	7696	8346	8275	7992
Number of students, excluding graduates, who were enrolled at the end of last year	N/A	6416	7349	7517	7516
Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year	N/A	1761	2104	3144	4730

**RESPONSE:** PA Cyber sought direction from PDE regarding the method by which to complete the above table and calculate the churn rate, but we were not able to get a definitive answer. We interpreted the fields within the table as follows:

1. **Row 1: Total Student Enrollment at the end of the school year.** This is the enrollment number on the last day of school (including those who will be considered graduates of that year). We utilized the last day of our academic school calendar.

2. **Row 2: Number of students enrolled in June who were also enrolled in September of the previous year.** We included all students who attended PA Cyber for 180 school days.
3. **Row 3: Number of students, excluding graduates, who were enrolled at the end of last year.** We used the number of students that could (by virtue of not yet graduating) return to PA Cyber for the current school year.
4. **Number of students, excluding graduates, who were enrolled at the beginning of the school year, who were also enrolled at the close of the previous school year.** It is the number of students that could (by virtue of not yet graduating) return to PA Cyber for the current school year, and actually did.

To calculate the percentage of students returning, we divided the students that returned (Row 4) from those that could return (Row 3). As a result, we found that in 27% of our population returned in Year 2, 28% in Year 3, 41% in Year 4, and 62% in the most current year.

As the chart reveals, the total active students and the students that attended school all year trends downward, while the students eligible to return, and those students that actually return, trends significantly upward.

As highlighted above, the average churn rate over the last five (5) years is 36%. During this time period, PA Cyber implemented pacing guidelines, increased and enhanced social opportunities (including clubs and additional field trips), and strengthened attendance and truancy requirements, all of which have helped to significantly lower student turnover rates over the course of the current charter.

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

**RESPONSE:** PA Cyber has not had any students on a waiting list over the course of the current charter.

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

**RESPONSE:** PA Cyber has not been under-or over-enrolled over the course of the current charter.

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

**RESPONSE:** Based on exit survey results (see **Attachment 23**), the most common reasons that students left are:

- Program is overwhelming for the student/parent/supervising adult
- Socialization concerns
- Misses friends
- Lacks motivation to do the required work
- Misses extracurricular school activities

## C. Policies and Procedures

### a. Technology and Support

#### ○ How is technology used to provide curriculum?

**RESPONSE:** PA Cyber provides a tuition-free, accredited quality curriculum with access to all the technology and personal guidance that students need for success. The school's technology platforms are user-friendly and truly enhance the educational experiences of our students. Each student receives a laptop, printer, textbooks, and online connectivity, as well as an expert technical support team that is responsive, skilled, and dependable.

Over the course of the past year (2013-2014), PA Cyber underwent significant technology changes and implemented a new Student Information System (SIS) and Learning Management System (LMS) to help streamline the learning experience for our students. All PA Cyber students begin their day by logging into our Student Information System, Genius, where they are able to view and gain access to their course list.

All content and assessments are delivered via web-based delivery systems. PA Cyber's curriculum, including content and assessments, is housed within the Learning Management System, or BrainHoney. BrainHoney provides teachers the ability to align their instruction and assessments to the PA Core and state standards, while also being able to customize specific lessons and assignments to individual student needs. Students are able to quickly see which assignments are due and can easily navigate between classes for a seamless learning experience.

PA Cyber's live course sessions are delivered through the software solution Blackboard Collaborate. Blackboard Collaborate allows teachers/staff the opportunity to provide students with an interactive learning experience through the use of various tools, including an interactive white board, application sharing, and break out rooms. The platform allows students to interact with teachers just as if they were seated in a traditional classroom. Blackboard Collaborate provides the opportunity for class sessions to be recorded, so that students never need to miss a learning opportunity.

The combination of Genius (SIS), BrainHoney (LMS), and Blackboard Collaborate, along with the robust technology that students are provided, allows for a rich, online learning experience that can be tailored to meet the needs of each individual learner. The school is currently evaluating the efficiency of vendor technology and the need for upgrades and/or changes.

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

**RESPONSE:** PA Cyber's student-centered instructional model recognizes the different developmental stages students typically follow, while respecting the innate differences and unique abilities of each individual child. This flexible-but-focused learning model allows teachers to use a variety of teaching strategies and curriculum choices to create an education program that is deeply personal. It all works to inspire students – supported by the caring adult mentors in their lives – to become self-motivated, lifelong learners. Using the power of the Internet to overcome the traditional boundaries of time and space, PA Cyber makes it possible to deeply personalize the learning experience, connecting students and families with skilled and caring teachers anytime, from anyplace.

PA Cyber uses the combination of both synchronous and asynchronous modes of instruction in order to deliver a well-rounded online experience for students. Synchronous courses offer a unique instructional environment that allows teachers and students to interact on a daily basis. Asynchronous coursework empowers students to work through lessons and assessments at their own pace, while still having the

support of a Pennsylvania-certified classroom teacher through the live course sessions. Both types of instructional methods are utilized in a fashion that allows students to work in a consistent manner, without falling behind.

All teachers are required to upload weekly lesson plans into their course syllabus. These lesson plans afford both parents and students the opportunity to view what the child will be learning over the course of the upcoming week. Teachers are encouraged to utilize a variety of teaching methods to ensure that all individual learning styles are met. Teachers use a combination of class lecture, discussion, individual and group projects, videos, workbook pages, research papers, and any other teaching method that is relevant to the topic and learning experience. PA Cyber has also implemented the “flipped classroom” approach with some courses, in which students learn new content on their own by watching video lectures. Additionally, what used to be homework is now done in a live class setting with the teacher offering more personalized guidance and interaction.

In order to measure knowledge and understanding, all students are assessed multiple times throughout every course using formative, summative, and diagnostic tests. Formative assessments provide information that enables teachers in the virtual classroom to adapt and modify their teaching accordingly. Summative assessments are used throughout the classes to measure each student’s proficiency. Course assessments, in conjunction with state assessments, including the PSSA and Keystone Exams, provide a true reflection of student competency.

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

**RESPONSE:** A school day is defined by PA Cyber’s academic calendar and is consistent with Pennsylvania’s requirement that 900 or 990 instructional hours be made available to students. Students and their parents are held accountable for completing all attendance requirements and school assignments in a manner consistent with the PA Cyber academic calendar and the specific requirements of their chosen curriculum. PA Cyber monitors attendance through electronic monitoring of a student’s activity with content and curriculum through the “My School” portal, and/or attendance in live virtual and blended classes. Attendance can also be monitored through contact with parents to verify school attendance offline.

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

**RESPONSE:** Upon enrollment at PA Cyber, students are provided with a unique username and password that are kept confidential. Parents and/or guardians are also provided with a unique username and password, which is then tied to all students in which the parent is associated within the Student Information System.

The “single sign-on” integration between various platforms (Genius SIS, BrainHoney LMS, and Blackboard Collaborate) allows PA Cyber to further secure the environment in order to verify the authenticity of student work. Through the Virtual Classroom and Blended Classroom, students are required to attend live course sessions, which provide teachers with the opportunity to work personally with each student and gain an understanding of individual strengths and weaknesses. The student’s activity within the live course session provides an indication as to what the teacher should expect to see in terms of student work submissions, including both formal and informal assessments.

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

**RESPONSE:** During any given school year, student records, whether on paper, audio or visual tape, microfiche, microfilm, computer storage disc or removable drive, or any medium that can be maintained in a physically segregated form, will be kept in locked filing cabinets or a similar storage space at all times under the supervision of designated personnel, e.g., the CEO of PA Cyber or his designee. If student records are maintained on a computer storage system, access must be limited by security software that conforms to current computer industry standards. PA Cyber's Student Information System permits only authorized PA Cyber users to remotely access student records and various remote levels of access are permitted depending on the reason for review and level of authority of the authorized user.

Education records essential to the daily provision of education, education-related services, or extracurricular activities during a given school year may be maintained in a secure file in the personal possession, office, or classroom of PA Cyber personnel with a legitimate educational interest therein.

PA Cyber will maintain a record of each request for access to and disclosure of personally identifiable information from the education records of each student, as well as the names of State and local educational authorities and Federal officials and agencies that may make further disclosures of personally identifiable information from the student's education records without consent under 34 CFR §99.33(b). 34 CFR §99.32.

PA Cyber recognizes the need to protect the privacy rights of students and their parents. PA Cyber will adhere to the provisions of state and federal law pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the Individuals with Disabilities Education Act ("IDEA"), as amended, and its implementing regulations; the Pennsylvania Public School Code of 1949, and Chapter 12 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education.

In addition, PA Cyber is committed to ensuring that parents and students over 18 years of age ("eligible students") are afforded all rights with respect to education records as set forth in the Family Educational Rights and Privacy Act (FERPA). These include:

- The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or assisting another school official in performing his or her tasks. Upon request, the District will disclose educational records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 600  
Independence Avenue SW, Washington, D.C. 20202-4605

Students’ names, addresses, and phone numbers are not given to any person without written parental consent or other proper legal authority.

### **Release of Records**

PA Cyber only releases school records under the following circumstances:

- When the request comes from another school in which the student is now enrolled, or from a post-secondary institution to which the student is applying.
- When a request comes from the parent or guardian accompanied by a signed release
- As otherwise required by law

### **Unofficial Transcripts**

An unofficial transcript indicates the courses, grades, and credits for a PA Cyber student’s work completed and/or in progress. Parents can request an unofficial transcript at any time to ensure that all student course work has been accurately recorded.

### **Official Transcripts**

Official transcripts are available to agencies and institutions that submit a formal request and will reflect the student’s current academic status. An official final transcript is only available after a student meets all graduation requirements. It is not the policy of PA Cyber to send official transcripts to the student or parents.

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

**RESPONSE:** PA Cyber provides technical support during regular office hours (Monday through Friday from 8:00 a.m. to 4:00 p.m.), and outside of normal office hours based on the request of parent/guardian and urgency. PA Cyber utilizes a remote desktop application that allows technicians to access student computers in order to provide technical assistance. If the technical issue cannot be resolved via remote desktop support, PA Cyber issues the student a replacement computer and sends a return label for return or repair of the existing computer.

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

**RESPONSE:** PA Cyber’s standard Technology Kits consists of:

- Lenovo L440 ThinkPad
- Headset with microphone
- VisTablet Pen Pad
- Laptop backpack
- Printer with ink

PA Cyber reimburses for Internet connection. Technical support is available to families by contacting 1-888-722-9237 or emailing [techhelp@pacyber.org](mailto:techhelp@pacyber.org). PA Cyber provides technical support during regular office hours (Monday through Friday from 8:00 a.m. to 4:00 p.m.), and outside of normal office hours based on the request of parent/guardian and urgency. PA Cyber utilizes a remote desktop application that allows technicians to access student computers in order to provide technical assistance. If the technical issue cannot be resolved via remote desktop support, PA Cyber issues the student a replacement computer and sends a return label for return or repair of the existing computer.

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

**RESPONSE:** PA Cyber does not use spyware on school-issued computers. PA Cyber does leverage the following computer-tracking and Internet content filtering software:

- **Computrace** is a Lojack GPS computer-tracking agent that allows PA Cyber to manage lost or stolen inventory, and enables a “lock down” of the computer rendering it unusable in either instance.
- **Geotechnology** tracks the location of a laptop while it is in use using Geotechnology, but does not allow remote-access of the computer or the ability to gather any personal information from the computer.
- **Barracuda** is an Internet content filtering software that enables PA Cyber to control the Websites accessed on school-issued computers. This is accomplished either by category or specific allowances. The software makes it possible to view which sites students are attempting to access, but determining the specific computer accessing the sites can only be determined by the IP address or computer name.

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

**RESPONSE:** PA Cyber’s Anti-Bullying Policy is posted on the School’s website and reproduced below. In addition, the various types of bullying are defined in the Student Handbook along with the complaint process for students and parents to follow in the event bullying occurs.

### ***Cyber Bullying Policy***

#### **Purpose**

The Board of Trustees (“Board”) of The Pennsylvania Cyber Charter School (“PA Cyber”) recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying and cyberbullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and PA Cyber’s ability to safely educate its students in a safe environment. Therefore, in order to ensure and promote a safe learning environment, it shall be the policy of PA Cyber to maintain an educational environment that is intolerant of bullying and cyberbullying in any form.

Since students learn by example, school administrators, faculty, staff, and volunteers are directed to demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying and cyberbullying. This policy pertains to all students and staff, regardless of their status. This policy also applies to all students and staff whose conduct out of school materially and substantially interferes with the educational process at PA Cyber.

#### **Definitions**

**Bullying and cyberbullying** are defined as an intentional electronic, written, verbal, or physical act, or a series of acts:

- A) Directed at another student or students;
- B) Which occur in a “school setting”, or occurs outside of school and PA Cyber reasonably forecasted that the outside-of-school conduct would materially interfere with, or substantially disrupt, the educational process or program in the school, and the outside-of-school conduct does, in fact, materially interfere with or substantially disrupt the educational process or program in the school;
- C) That is severe, persistent or pervasive; and
- D) That has the effect of doing any of the following:
  - E) Substantially interfering with a student’s education;
  - F) Creating a threatening environment; or
  - G) Substantially disrupting the orderly operation of the school.

Bullying and cyberbullying shall encompass acts that occur outside a school setting if those acts meet the requirements found in (A), (C), and (D) listed above.

**School Setting** shall mean in PA Cyber; on PA Cyber grounds; on PA Cyber property; using PA Cyber equipment and technology; on PA Cyber’s server or PA Cyber’s electronic, web-based, Internet or online programs; in PA Cyber vehicles; at designated bus stops or at any activity sponsored, supervised, or sanctioned by PA Cyber; and any time spent necessarily traveling to and from these locations. Additionally, any student whose out of school conduct materially

interferes with or substantially disrupts the educational process in the school is also subject to this policy.

### **Cyberbullying**

Cyberbullying is often seen by sending harmful or cruel material, text messages, and/or images, or engaging in other forms of social aggression and bullying using the Internet, cell phones, personal digital assistants (“PDAs”), or other technology resources.

All students, staff, volunteers, and contractors shall comply with PA Cyber’s Acceptable Use and Internet Safety Policy, which is required under the Children’s Internet Protection Act (“CIPA”), and review PA Cyber’s Social Media and Networking Guidelines Policy when using any technology resources.

Cyberbullying via the Internet is seen through the use of any one or more of a number of methods, including, but not limited to:

- A) E-mail sent to the intended victim;
- B) Blog entries regarding the intended victim;
- C) Posts on social networking websites, including, but not limited to, Facebook or MySpace;
- D) Posting victim’s pictures on the Internet or networking websites with derogatory phrases or questions attached to them;
- E) Using instant messaging tools to harass victims;
- F) Creating an Internet parody of the intended victim;
- G) Creating fake Internet profiles for the victim on a public website;
- H) Creating or accessing an unauthorized website which harasses or bullies the victim;
- I) Using camera phones and/or digital cameras to take embarrassing photographs of students and/or staff and posting them online;
- J) Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Cell phones are also often used for cyberbullying for things such as calling or text messaging the victim and/or using a victims’ cell phone to text or call another victim using harassing language.

The use of the Internet or PA Cyber e-mail does not necessarily have to involve the creation of the offensive materials. Rather, the person creating the offensive material may do it on a home computer and then use PA Cyber’s computers to take such actions as accessing it, viewing it, displaying it for others to see, disseminating copies of it to others, or otherwise publicizing the contents.

PA Cyber strictly prohibits the above conduct and any conduct by any student or staff that creates or intends to create an intimidating, threatening, offensive, or hostile learning environment.

### **Guidelines**

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of PA

Cyber, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Since bystander support of bullying and cyberbullying can bolster these types of behaviors, PA Cyber prohibits both active and passive support for acts of bullying and cyberbullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the CEO of PA Cyber.

### **Reporting Procedures**

Any student who feels he or she has been bullied or cyberbullied shall have the right to file a complaint. Complaints should be reported to the CEO. Complaints may also be reported directly to a teacher, guidance counselor, or other administrator who shall immediately report the incident to the CEO in order to protect the alleged victim and for prompt investigation.

Any staff who sees any incidents of bullying or cyberbullying must immediately report the incident(s) to the CEO. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. It shall be the responsibility of the CEO to promptly and thoroughly investigate any and all bullying and cyberbullying complaints received or referred by other individuals and to make recommendations based upon the investigation. The investigation is to be commenced within three (3) school days after a report of any bullying is received.

The Board of Trustees requires the CEO to be responsible for determining whether an alleged act constitutes a violation of this policy. In determining whether alleged conduct constitutes bullying or cyberbullying, the totality of circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated. If the investigation results in a substantiated charge of bullying, PA Cyber shall take prompt corrective action to ensure the bullying and/or cyberbullying ceases and will not reoccur.

Reports to the CEO may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The CEO shall immediately notify the parent or guardian of the perpetrator of the bullying and the parent or guardian of the victim of the bullying of the alleged incident.

### **Consequences for Violations**

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or cyberbullying may range from positive behavioral interventions up to and including in school or out of school suspension from PA Cyber or expulsion or other disciplinary removal from PA Cyber, in the case of a student, or suspension or termination in the case of an employee, as set forth in PA Cyber's student Code of Conduct or Employee Handbook.

In some cases, bullying and/or cyberbullying may constitute criminal activity and the police department will be notified. This may lead to a criminal investigation and criminal charges against the student or staff. Consequences for a student who commits an act of bullying and/or cyberbullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with PA Cyber's student code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

The following intervention strategies for protecting victims may be followed as needed:

- A) Supervise and discipline offending students fairly and consistently;
- B) Provide adult supervision at PA Cyber testing sites or other sites used by PA Cyber, at any activity sponsored, supervised, or sanctioned by PA Cyber during any breaks, lunch times, bathroom breaks, and in the hallways during times of transition;
- C) Maintain contact with parents and guardians of all involved parties;
- D) Provide counseling for the victim if assessed that it is needed;
- E) Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating, and bullying and/or cyberbullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; and
- F) Check with the victim daily to ensure that there have been no incidents of retaliation from the offender or other parties.

#### **Retaliation Prohibited**

The Board strictly prohibits retaliation or reprisal against any person who reports bullying and/or cyberbullying incidents. Retaliation includes, but it is not limited to, any form of intimidation, reprisal, or harassment used against a person who reports, in good faith, incident(s) of bullying and/or cyberbullying. Disciplinary action against any person who retaliates or engages in reprisals for reporting such behavior(s) may include sanctions up to and including expulsion or suspension for students and termination for staff engaging in such prohibited conduct. The consequences and appropriate remedial action shall be determined after consideration of the nature, severity, and circumstances of the act.

#### **False Accusations**

The Board prohibits any person from falsely accusing another of bullying and/or cyberbullying. The consequences and appropriate remedial action for a student found to have falsely accused another of bullying and/or cyberbullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for an employee found to have falsely accused another of bullying and/or cyberbullying shall be disciplined in accordance with PA Cyber policies, procedures, and agreements.

#### **Annual Distribution of Information**

The Board requires PA Cyber officials to annually disseminate the policy to all school staff, students, volunteers, independent contractors, and parents, along with a statement explaining that it applies to all applicable acts of bullying and cyberbullying that occur in PA Cyber; on PA Cyber grounds; on PA Cyber property; using PA Cyber equipment and/or technology; on PA Cyber's server or PA Cyber's electronic, web-based, Internet or online programs; in PA Cyber vehicles; at designated bus stops or at any activity sponsored, supervised, or sanctioned by PA Cyber; and any time spent necessarily traveling to and from these locations. Additionally, any student or staff member's out of school conduct that materially and substantially interferes with the educational process in PA Cyber is also subject to this policy.

PA Cyber is required to post this policy on its website and make the policy available in every classroom. This policy shall also be posted at a prominent location within every PA Cyber building where such notices are usually posted. PA Cyber shall ensure this policy and its procedures for reporting bullying and cyberbullying incidents are reviewed with students and

staff within ninety (90) days after its adoption and, thereafter, a minimum of one (1) time per school year.

### **Compliance**

As required by the Federal Broadband Data Improvement Act of 2008, PA Cyber shall educate elementary- and secondary school-aged students with computer access to the Internet about appropriate online behavior, including online interaction with other individuals on social networking websites, such as Facebook and MySpace, and in chat rooms, and educate them regarding cyberbullying awareness and response.

The Board directs the Administration to develop any procedures necessary to implement this policy and develop appropriate prevention, intervention, and education strategies related to bullying and cyberbullying.

Acts of bullying and cyberbullying are prohibited by, and are a violation of, PA Cyber's Acceptable Use and Internet Safety Policy and its Child Internet Protection Act (CIPA) Policy.

PA Cyber will comply with all applicable federal and state laws relating to bullying and cyberbullying, including, but not limited to, the requirements delineated in the Pennsylvania Charter School Law, 24 P.S. § 1701-A, *et seq.*, 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) and any applicable implementing regulations.

PA Cyber will also comply with Chapter 711 of Title 22 of the Pennsylvania Code, the Public School Code, the applicable House Bill 1067 Public School Code amendments relating to safe schools and bullying, and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

### **Truancy Policies**

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

**RESPONSE:** PA Cyber monitors attendance through electronic monitoring of students accessing content and curriculum through My School Portal. PA Cyber also monitors attendance through contact with parents to verify attendance. Once the Administrative Review Board (ARB) process has been initiated for student's failure to submit school work, attendance is then evidenced by daily instructional plans and work submitted.

PA Cyber reports to the student's school district of residence when a student of compulsory age has accrued three or more days of unexcused absences. It is the responsibility of the resident school district to enforce the compulsory attendance laws in accordance with the Public School Code.

#### *Tardiness and Early Outs:*

- A student can be marked tardy if they log into class 5-10 minutes after the start of class. Students who log in more than 10 minutes late can be marked absent.

- A student can be marked early out if they log out of class with 5 to 10 minutes remaining in the session.
- A student who logs out of a session more than 10 minutes early can be marked absent.
- If a student is tardy five (5) times, accumulates five (5) early outs, or a combination of the two, those days will equal one absence from class.

*Class Attendance/Participation:*

A student can be marked absent if they fail to respond verbally or via text note after three (3) attempts by the teacher. In addition, a student can be marked absent for failure to change emoticons, or answer poll questions or text notes during class time. Failure to respond to a teacher's request would indicate that the student is not actively engaged in the Virtual Class.

Students will be allotted one (1) day per missed class to submit make up work. Work that has not been submitted within the appropriate time frame following a missed class will receive zero (0) points and the student will be given no further opportunities to make up that work.

Teachers will need to display the attendance policy to all students in all sections on the first week of classes. In addition, PA Cyber will have the attendance policy displayed for all students in the student management system throughout the school year.

A parent must notify PA Cyber's attendance office if the student is absent or ill for any reason. The parent must indicate the nature of the absence and the period the student is unavailable. The school may require a doctor's excuse if this absence is illness-related. The school may, at its discretion, consider the student truant if the school is not properly notified-or if the reason for the absence cannot be verified. A valid excuse for absence from PA Cyber may include illness, family emergency, death of a family member, medical or dental appointments, court-ordered hearing, religious holiday, school activities, and educational travel with prior approval. A parent has three (3) days from the time of the unexcused absence to respond. A maximum of 10 cumulative lawful absences verified by parent notification may be permitted during a school year. All absences beyond 15 cumulative days may require an excuse from a physician.

*Consecutive Unexcused Absences*

Pursuant to Chapter 11.24 of Title 22 of the Pennsylvania Code:

Students whose names are on the active membership roll and are, at any time in the school term, absent from school for 10 consecutive school days shall thereafter be removed from the active membership roll unless one of the following occurs:

- (1) PA Cyber has been provided with evidence that the absence may be legally excused.
- (2) Compulsory attendance prosecution has been or is being pursued.

In the event that a student is approaching 10 consecutive unexcused absences, PA Cyber will inform the student and his or her parents, in writing, that the student is approaching the 10 day threshold in an effort to motivate the student to improve attendance and to prevent removal from the rolls. Once a student has been absent from school for 10 consecutive days, if the student has not provided an acceptable excuse for their absences, and if no compulsory attendance prosecution is being pursued by the resident school district after written notice to the resident school district of the student's truancy, the student will be informed, in writing, that he/she has

been removed from the active membership roll of PA Cyber and the student's resident district shall be notified.

Please also see PA Cyber's Attendance Policy, which is included as **Attachment 25** to this application.

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

**RESPONSE:** PA Cyber believes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure that their son/daughter maintains good attendance.

A truancy is an unexcused absence. An unexcused absence is any absence from school or from any scheduled class without an acceptable reason. This also includes any student who leaves class without the permission of the teacher. Unexplained absences are recorded as truantries. Any absence not verified by a parent/guardian, physician, court, or other agency, within three days of the student's return to PA Cyber, is considered unexcused.

School officials have the option to waive any action if there are documented chronic health conditions or other serious problems. A parent and/or guardian must petition the Board of Trustees by submitting a written request and providing evidence to support the request.

When a child demonstrates truant behavior, PA Cyber will schedule a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Truancy Elimination Plan ("TEP") 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.

A maximum of 10 days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond 10 cumulative days require an excuse from a physician. Students that are absent from school for 10 or more consecutive days without appropriate documentation will be removed from PA Cyber's rolls.

For the first and second unlawful absences, PA Cyber will send the parent/guardian a notice of unlawful absence as well as attaching a copy of the legal penalties for violation of compulsory attendance requirements. In addition to stating the legal consequences, the name and telephone number of the school contact person will be included.

For the third unlawful absence, PA Cyber sends the parent/guardian a third notice of unlawful absence by certified mail providing the parents/guardians with official notice of the child's third illegal absence. PA Cyber attaches an explanation of the penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian. Three (3) days after giving such notice, if the student and/or parent/guardian violate the compulsory attendance requirements again, the student and/or parent/guardian shall be liable without further notice.

According to the Public School Code, Charter School Law, and accompanying guidance from the Pennsylvania Department of Education, PA Cyber is obligated to inform the student's district of residence whenever the student has accrued three (3) or more unlawful absences. The district of residence may bring an action against the parents and/or student who have violated the compulsory attendance laws.

After agreeing to a TEP, or if there is no agreement on a truancy elimination plan and (3) days have passed since the parent/guardian received the official notice of the child's third illegal absence, if a child is unlawfully absent, at any point within the school year, the school will send an official notice (via certified mail) of the unlawful absence to inform the child's parent/guardian that the child has violated the TEP or, if there is not a TEP, to inform the child's parent/guardian that the child has again violated the compulsory attendance requirements. The notice will likewise advise the parent and/or guardian that the school district of residence will send a citation immediately to the magisterial district judge. After this notice, all future incidents of truancy will be referred by the district of residence directly to the magisterial district judge.

Children who are habitually and without justification 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 shall not be referred to the county children and youth agency for assessment as possibly needing services until after PA Cyber has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

The TEP, as described in Section IV (A)(3) BEC 24 P.S. 13-1327, is designed to serve as guidance. The TEP is developed cooperatively with involved stakeholders through a school-family conference, which is required upon PA Cyber's notice to the student's parent/guardian upon the third unlawful absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers should implement a plan of action including (but not limited to):

- Sharing and reviewing PA Cyber's policy on attendance and student responsibilities with students and families;
- Contacting the student's parent/guardian upon his/her absence;
- Meeting individually with students to discuss reason(s) for absence;
- Following up with the CEO (or assigned truant officer);
- Making referrals to guidance counselors; and
- Collaborating with Student Assistance Teams as appropriate.

Pursuant to the BEC 24 P.S. 13-1327, schools, including charter schools, are required to notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular attendance. The school-family conference provides both parties with the opportunity to identify, understand, and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community services, and PA Cyber personnel should be invited to participate. During the school-family conference, a TEP shall be developed cooperatively with the student and other meeting participants as described in Section IV (A)(3) BEC 24 P.S. 13-1327.

Issues to be addressed at the school-family conference should include, but not be limited to:

- Appropriateness of the student's educational environment;
- Possible elements of the school environment that inhibit student success;

- Student’s current academic level and needs;
- Social, emotional, physical, mental, and behavioral health issues;
- Issues concerning family and home environment; and
- Any other issues affecting the student’s attendance.

The participants in the school-family conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This school-family conference also provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state’s compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy, as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The primary goal of the school-family conference is the development of a comprehensive TEP which is understood by, agreed upon, and supported by the student, the parent/guardian, the school representatives, and all other conference participants. The TEP should include, but not be limited to, the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s);
- Identification and provision of appropriate social, emotional, physical, mental, and behavioral health supports from the school and/or community organization(s);
- Identification of the school environment issues that affect the student’s success and solutions to address these issues;
- Explanation of the student’s strengths and responsibilities related to the TEP;
- Explanation of the family’s strengths and responsibilities related to the TEP;
- Clarification of method(s) used for monitoring the effectiveness of the TEP;
- Explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- Discussion of the benefits for successfully implementing the TEP; and
- Following up and reporting the outcome of the TEP.

The TEP substantiates efforts made by PA Cyber, the family, and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the “good faith” effort between PA Cyber and the student’s family should future action be required (e.g., citation to the magisterial district judge and referral to the county children and youth agency upon the fourth unexcused absence).

Draft forms are located in the Truancy Elimination Plan, included as **Attachment 26** to this application, as are copies of Notification Letters.

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

**RESPONSE:** Please see the Attendance Policy (Attachment 25) and the Truancy Elimination Policy and Plan (Attachment 26). The Enrollment Policy and Student Withdrawal Notice are included in **Attachment 27** to this application.

**b. Extracurricular Activities**

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

**RESPONSE:** PA Cyber does not currently maintain any agreements with local school districts regarding participation of PA Cyber students in extracurricular activities.

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

**RESPONSE:** PA Cyber’s Family Link is an outreach program created to enrich the cyber school experience of both students and parents across the state. Family Link gives PA Cyber families the opportunity to connect through educational and cultural field trips, organized activities, and parent-planned informal get-togethers. Family Link has an online community located on Big Tent where parents can interact and support each other with discussions on how they make a PA Cyber education work for their family.

*ArtReach* offers PA Cyber students high-impact programs in the arts, including online and in-person workshops, classes, seminars, performances, and other special presentations in music, theater, dance, creative writing, and visual arts. Studio art classes with qualified teachers in art centers located across the state gives students an opportunity to take hands-on visual art classes. Additional art classes are offered through *ArtReach* at PA Cyber offices across Pennsylvania.

PA Cyber’s STEM outreach aims to connect students with Science, Technology, Engineering, and Math activities and experiences to encourage curiosity and exploration. Through the use of our online collaboration tools and offices across the Commonwealth, our students will have opportunities to participate in STEM themed enrichment activities. STEM outreach encompasses guest speakers, clubs, science fairs, workshops, and activities that help bring STEM to all PA Cyber students.

Finally, PA Cyber offers a variety of clubs for middle and high school students. A comprehensive listing and description of clubs is included in the Course Catalog. Please see **Attachment 4** to this application.

**c. School Safety**

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

**RESPONSE:** PA Cyber’s Safety Plan is included as **Attachment 19** to this application.

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

**RESPONSE:** The Student Assistance Program (SAP) is designed to assist school personnel in identifying issues that could pose a barrier to a student’s success. Such issues include, but are not limited to, social and family problems, alcohol, tobacco, other drugs, and mental health concerns. Professionally-trained SAP team members use school resources to remove barriers to learning. When the identified problem lies outside the scope of school resources, a team member may refer that student for a screening or an

assessment for treatment in a location that serves their community. PA Cyber honors the agreements local districts establish with agencies in their area.

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

**RESPONSE:** PA Cyber exists to educate its students. PA Cyber will not tolerate any actions from students, parents, staff, or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

Exclusion from School may take the form of suspension or expulsion. Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days. Suspensions may be given by the CEO or his designee.

A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened. The parents or guardians shall be notified immediately in writing when the student is suspended. When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code. Suspensions may not be made to run consecutively beyond the 10 school day period. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board of Trustees.

Expulsion is exclusion from school by the Board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

During the period prior to the hearing and decision of the Board in an expulsion case, the student shall be placed in his/her normal class except as set forth in subsection (E). If it is determined after an informal hearing that a student’s presence in his/her 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. Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

The initial responsibility for providing the required education rests with the student’s parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the CEO, or his designee, of PA Cyber.

Within 30 days of action by the Board, the parents or guardians shall submit to PA Cyber written evidence that the required education is being provided as described in paragraph (D) or that they are unable to do so. If the parents or guardians are unable to provide the required education, PA Cyber, within 10 days of receipt of the notification, shall make provision for the student’s education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004 (“IDEA”).

If the approved educational program is not complied with, PA Cyber may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

#### *Exclusion from classes – in-school suspension*

A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. Communication to the parents or guardian shall follow the suspension action taken by PA Cyber. When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the CEO or his designee shall be offered to the student and the student's parent or guardian prior to the 11<sup>th</sup> school day in accordance with the procedures in the Pennsylvania Code. PA Cyber has the responsibility to make provision for the student's education during the period of the in-school suspension.

#### *Hearings*

Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

#### *Formal hearings*

A formal hearing is required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- At least three (3) days notice of the time and place of the hearing shall be given.
- A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice.
- A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

The hearing shall be held in private unless the student or parent requests a public hearing. The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined. The student has the right to testify and present witnesses on his/her own behalf.

A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties.

A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

- Laboratory reports are needed from law enforcement agencies.
- Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the IDEA.

In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

#### *Informal hearings*

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians, and school officials to discuss ways by which future offenses might be avoided.

The following due process requirements shall be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses on his/her own behalf.

PA Cyber shall offer to hold the informal hearing within the first five (5) days of the suspension.

#### *Discipline of Students with Disabilities*

PA Cyber shall comply with the IDEA and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711, and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law.

PA Cyber shall not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws.

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

**RESPONSE:** PA Cyber's Student Handbook is included as **Attachment 28** to this application.

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

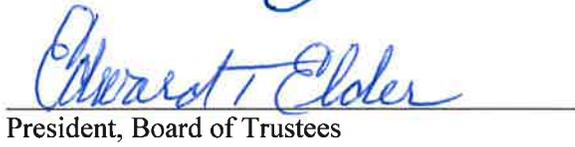
**RESPONSE:** PA Cyber has no history of expulsions. Suspensions have been minimal as indicated in last year's state reporting, which included one instance of a suspension (2012-2013).

# Cyber Charter School Charter Renewal Application

## Signature Page

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

 \_\_\_\_\_ 9/29/2014  
Chief Executive Officer Date

 \_\_\_\_\_ 9/29/2014  
President, Board of Trustees Date

 \_\_\_\_\_ 9.29.2014  
Secretary, Board of Trustees Date

Grade:	3						Subject:	Reading
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?	
All Students	% Below Basic	20.5	15.4	16.5	18.3	21.0	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, 3rd grade had an average of 3.8% more Adv/Prof students than PACCS overall for PSSA Reading.	
	% Basic	10.2	8.7	10.0	11.5	11.5		
	% Proficient	52.3	52.0	47.9	50.6	51.6		
	% Advanced	17.0	23.8	25.6	19.6	15.9		
White	% Below Basic	18.0	12.7	16.3	17.8	18.7	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Confidence Interval, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 3rd grade White subgroup of students had an average of 4.0% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Reading.	
	% Basic	10.1	9.5	9.0	10.8	11.0		
	% Proficient	51.6	52.8	47.3	51.4	54.1		
	% Advanced	20.3	25.0	27.3	20.1	16.3		
Black	% Below Basic	29.3	38.5	21.2	16.1	42.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 3rd grade Black/Afr. Am. subgroup had an average of 4.8% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Reading.	
	% Basic	17.1	3.8	15.8	22.6	11.5		
	% Proficient	46.3	42.3	44.7	48.4	30.8		
	% Advanced	7.3	15.4	18.4	12.9	15.4		
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							
Multi-Racial	% Below Basic	33.3	21.4	16.7	35.3	17.4	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Confidence Interval help, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 3rd grade Multi-Racial subgroup of students had an average of 3.3% more Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Reading.	
	% Basic	0.0	7.1	16.7	0.0	21.7		
	% Proficient	66.7	50.0	58.3	41.2	39.1		
	% Advanced	0.0	21.4	8.3	23.5	21.7		
IEP	% Below Basic	36.0	18.5	44.8	47.5	50.0	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Safe Harbor CI, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 3rd grade IEP subgroup had an average of 3.4% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Reading.	
	% Basic	24.0	14.8	20.7	17.5	7.5		
	% Proficient	36.0	55.6	24.1	27.5	30.0		
	% Advanced	4.0	11.1	10.3	7.5	12.5		
Econ. Disadvantaged	% Below Basic	22.8	26.2	18.3	26.4	25.9	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Conf Int., Safe Harbor), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 3rd grade Econ. Disadv subgroup had an average of 2.4% more Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Reading.	
	% Basic	12.3	11.1	11.0	14.0	10.1		
	% Proficient	48.2	46.0	46.1	46.5	51.1		
	% Advanced	16.7	16.7	24.7	13.2	12.9		
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							

Grade:	3					Subject:	Math
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	12.7	8.1	9.7	15.6	16.4	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, this 3rd grade had an average of 14.7% more Adv/Prof students than PACCS overall for PSSA Math.
	% Basic	21.6	20.5	15.9	21.2	21.9	
	% Proficient	43.5	45.0	47.6	42.1	47	
	% Advanced	22.3	26.5	26.9	21.2	14.7	
White	% Below Basic	10.1	6.3	8.2	15.1	13.8	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 3rd grade White subgroup had an average of 15.3% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Math.
	% Basic	19.8	19.8	15.1	20.8	21.9	
	% Proficient	45.2	44.4	49.8	42.5	49.1	
	% Advanced	24.9	29.4	26.9	21.6	15.2	
Black	% Below Basic	26.8	23.1	18.4	16.1	42.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Growth Model/SHC), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 3rd grade Black/Afr. Am. subgroup had an average of 13.3% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Math.
	% Basic	31.7	26.9	23.7	25.8	23.1	
	% Proficient	31.7	38.5	39.5	45.2	26.9	
	% Advanced	9.8	11.5	18.4	12.9	7.7	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	20.0	14.3	25.0	31.3	13.0	PACCS met Adv/Prof for PSSA Math from 2009-10 and in 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 3rd grade Multi-Racial subgroup had an average of 11.4% more Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Math.
	% Basic	6.7	14.3	16.7	12.5	21.7	
	% Proficient	53.3	64.3	33.3	31.3	47.8	
	% Advanced	20.0	7.1	25.0	25.0	17.4	
IEP	% Below Basic	24.0	14.8	27.6	35.9	37.5	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 3rd grade IEP subgroup had an average of 16.6% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Math.
	% Basic	20.0	25.9	24.1	35.9	20.0	
	% Proficient	40.0	48.1	37.9	25.6	37.5	
	% Advanced	16.0	11.1	10.3	2.6	5.0	
Econ. Disadvantaged	% Below Basic	14.9	15.1	10.5	23.4	20.9	PACCS met Adv/Prof for PSSA Math from 2009-11 based on various helps (Growth Model/SH), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 3rd grade Econ. Disadv subgroup had an average of 11.5% more Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Math.
	% Basic	21.9	27	17.4	25.0	23.0	
	% Proficient	48.2	37.3	48.4	35.9	44.6	
	% Advanced	14.9	20.6	23.7	15.6	11.5	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	4					Subject:	Reading
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	17.9	17.1	16.4	20.0	20.2	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, 4th grade had an average of 6.1% fewer Adv/Prof students than PACCS overall for PSSA Reading.
	% Basic	21.2	17.4	20.2	17.0	25.8	
	% Proficient	40.9	39.7	41.8	45.9	38.7	
	% Advanced	20.0	25.8	21.6	17.0	15.4	
White	% Below Basic	15.5	14.5	15.4	19.0	17.2	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Confidence Interval, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 4th grade White subgroup of students had an average of 5.7% fewer Adv/Prof students than PACCS's overall White student subgroup for PSSA Reading.
	% Basic	22.0	17.4	18.6	17.6	24.7	
	% Proficient	40.9	39.5	43.7	46.1	40.5	
	% Advanced	21.6	28.6	22.2	17.3	17.5	
Black	% Below Basic	36.6	21.3	26.5	26.2	36.1	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 4th grade Black/Afr. Am. subgroup had an average of 4.4% fewer Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Reading.
	% Basic	17.1	19.1	29.4	21.4	30.6	
	% Proficient	36.6	46.8	29.4	35.7	30.6	
	% Advanced	9.8	12.8	14.7	16.7	2.8	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
IEP	% Below Basic	30.8	34.4	29.8	20.5	44.7	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Safe Harbor CI, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 4th grade IEP subgroup had an average of 5.8% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Reading.
	% Basic	26.9	18.8	23.4	25.6	14.9	
	% Proficient	30.8	31.3	36.2	35.9	31.9	
	% Advanced	11.5	15.6	10.6	17.9	8.5	
Econ. Disadvantaged	% Below Basic	19.7	23.1	19.3	23.7	25.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Conf Int., Safe Harbor), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 4th grade Econ. Disadv subgroup had an average of 7.6% fewer Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Reading.
	% Basic	26.3	17.2	18.9	22.3	31.5	
	% Proficient	42.1	38.8	41.4	37.4	34.2	
	% Advanced	11.8	20.9	20.5	16.5	8.9	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						

Grade:	4					Subject:	Math
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	21.2	16.2	16.5	13.8	24.4	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, this 4th grade had an average of 14.0% more Adv/Prof students than PACCS overall for PSSA Math.
	% Basic	16.4	13.6	12.2	16.0	16.1	
	% Proficient	37.3	36.5	40.5	35.8	33.6	
	% Advanced	25.2	33.6	30.8	34.4	25.8	
White	% Below Basic	19.7	14.5	14.2	15.0	21.8	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 4th grade White subgroup had an average of 14.7% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Math.
	% Basic	13.3	13.4	12.6	13.9	15.4	
	% Proficient	40.5	34.8	41.6	35.0	33.8	
	% Advanced	26.5	37.3	31.6	36.1	29.0	
Black	% Below Basic	36.6	21.3	32.4	7.1	35.1	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Growth Model/SHC), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 4th grade Black/Afr. Am. subgroup had an average of 14.8% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Math.
	% Basic	31.7	19.1	11.8	33.3	21.6	
	% Proficient	24.4	42.6	35.3	40.5	37.8	
	% Advanced	7.3	17.0	20.6	19.0	5.4	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
IEP	% Below Basic	26.9	25.0	23.4	28.2	38.3	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 4th grade IEP subgroup had an average of 17.2% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Math.
	% Basic	23.1	25.0	21.3	30.8	21.3	
	% Proficient	34.6	18.8	38.3	30.8	27.7	
	% Advanced	15.4	31.3	17	10.3	12.8	
Econ. Disadvantaged	% Below Basic	23.7	17.9	17.7	18.1	35.1	PACCS met Adv/Prof for PSSA Math from 2009-11 based on various helps (Growth Model/SH), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 4th grade Econ. Disadv subgroup had an average of 11.3% more Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Math.
	% Basic	17.8	15.7	11.9	22.5	20.3	
	% Proficient	40.1	33.6	39.9	30.4	30.4	
	% Advanced	18.4	32.8	30.5	29.0	14.2	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	4					Subject:	Science
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	7.6	8.2	7.5	5.5	13.2	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	12.9	9.1	11.3	12.6	10.3	
	% Proficient	48.2	36.3	33.8	31.0	33.5	
	% Advanced	31.4	46.5	47.4	50.9	42.9	
White	% Below Basic	6.5	8.5	6.1	6.1	8.8	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	11.8	6.1	9.9	9.4	9.9	
	% Proficient	47.2	33.6	34.1	31.4	34.3	
	% Advanced	34.6	51.8	49.8	53.1	47.1	
Black	% Below Basic	17.6	7.1	21.4	0.0	32.4	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	29.4	16.7	21.4	30.8	18.9	
	% Proficient	44.1	45.2	28.6	33.3	29.7	
	% Advanced	8.8	31.0	28.6	35.9	18.9	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						
IEP	% Below Basic	21.7	14.3	22.0	20.0	35.0	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	17.4	7.1	12.2	16.7	20.0	
	% Proficient	43.5	46.4	43.9	36.7	20.0	
	% Advanced	17.4	32.1	22.0	26.7	25.0	
Econ. Disadvantaged	% Below Basic	11.7	13.3	7.4	7.1	20.7	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	16.1	7.6	13.0	16.5	14.3	
	% Proficient	50.4	32.4	34.8	29.9	37.1	
	% Advanced	21.9	46.7	44.8	46.5	27.9	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	5						Subject:	Reading
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?	
All Students	% Below Basic	23.2	23.5	19.5	25.7	25.8	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, 5th grade had an average of 14.3% fewer Adv/Prof students than PACCS overall for PSSA Reading.	
	% Basic	20.5	28.4	25.5	24.0	18.3		
	% Proficient	44.8	38.3	42.8	36.4	40.0		
	% Advanced	11.5	9.9	12.2	13.8	15.9		
White	% Below Basic	20.3	21.3	17.8	22.5	24.0	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Confidence Interval, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 5th grade White subgroup of students had an average of 13.2% fewer Adv/Prof students than PACCS's overall White student subgroup for PSSA Reading.	
	% Basic	20.0	28.1	24.4	24.3	16.9		
	% Proficient	45.7	39.9	45.6	38.0	42.0		
	% Advanced	14.0	10.7	12.2	15.2	17.2		
Black	% Below Basic	44.2	38.6	27.1	45.5	35.6	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 5th grade Black/Afr. Am. subgroup had an average of 16.4% fewer Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Reading.	
	% Basic	23.1	29.5	33.3	20.5	26.7		
	% Proficient	32.7	27.3	33.3	29.5	31.1		
	% Advanced	0.0	4.5	6.3	4.5	6.7		
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							
Multi-Racial	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							
IEP	% Below Basic	50.0	57.7	42.6	24.6	47.5	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Safe Harbor CI, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 5th grade IEP subgroup had an average of 11.0% fewer Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Reading.	
	% Basic	23.5	11.5	29.8	38.6	27.5		
	% Proficient	23.5	23.1	19.1	26.3	22.5		
	% Advanced	2.9	7.7	8.5	10.5	2.5		
Econ. Disadvantaged	% Below Basic	28.8	28.9	19.2	30.0	32.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Conf Int., Safe Harbor), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 5th grade Econ. Disadv subgroup had an average of 13.0% fewer Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Reading.	
	% Basic	19.2	30.3	24.5	24.0	17.7		
	% Proficient	40.7	35.5	43.4	35.5	37.8		
	% Advanced	11.3	5.3	12.9	10.5	12.2		
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							

Grade:	5						Subject:	Math
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?	
All Students	% Below Basic	24.3	20.0	16.6	20.4	24.6	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, this 5th grade had an average of 3.9% fewer Adv/Prof students than PACCS overall for PSSA Math.	
	% Basic	26.7	32.3	30.9	33.3	27.5		
	% Proficient	30.4	27.9	33.2	27.8	29.4		
	% Advanced	18.7	19.8	19.4	18.5	18.6		
White	% Below Basic	20.0	16.6	15.3	18.0	24.0	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 5th grade White subgroup had an average of 2.6% fewer Adv/Prof students than PACCS's overall White student subgroup for PSSA Math.	
	% Basic	26.7	32.2	29.8	32.9	24.9		
	% Proficient	31.3	29.3	34.1	29.1	30.8		
	% Advanced	22.0	21.9	20.7	20.0	20.4		
Black	% Below Basic	46.2	38.6	25.0	31.8	33.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Growth Model/SHC), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 5th grade Black/Afr. Am. subgroup had an average of 10.2% fewer Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Math.	
	% Basic	34.6	38.6	41.7	43.2	42.2		
	% Proficient	15.4	20.5	27.1	20.5	15.6		
	% Advanced	3.8	2.3	6.3	4.5	8.9		
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							
Multi-Racial	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							
IEP	% Below Basic	47.1	32.7	26.1	19.6	45.0	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 5th grade IEP subgroup had an average of 1.8% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Math.	
	% Basic	23.5	30.8	39.1	41.1	35.0		
	% Proficient	20.6	26.9	23.9	26.8	15.0		
	% Advanced	8.8	9.6	10.9	12.5	5.0		
Econ. Disadvantaged	% Below Basic	26.6	26.3	14.6	27.5	32.9	PACCS met Adv/Prof for PSSA Math from 2009-11 based on various helps (Growth Model/SH), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 5th grade Econ. Disadv subgroup had an average of 3.8% fewer Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Math.	
	% Basic	28.2	34.9	28.6	32	24.4		
	% Proficient	29.4	25.7	34.6	26.5	25		
	% Advanced	15.8	13.2	22.3	14	17.7		
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.	
	% Basic							
	% Proficient							
	% Advanced							

Grade:	5	Subject:					Writing
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	3.4	3.1	3.2	4.1	3.3	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	71.9	58.1	66.5	76.6	61.1	
	% Proficient	24.7	38.5	30.3	19.3	35.6	
	% Advanced	0.0	0.3	0.0	0.0	0.0	
White	% Below Basic	3.2	2.6	3.4	3.8	3.4	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	71.2	57.9	68.3	76.3	61.1	
	% Proficient	25.6	39.5	28.4	19.9	35.4	
	% Advanced	0.0	0.0	0.0	0.0	0.0	
Black	% Below Basic	6.1	8.1	2.3	7.5	0.0	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	75.5	62.2	63.6	77.5	67.4	
	% Proficient	18.4	29.7	34.1	15.0	32.6	
	% Advanced	0.0	0.0	0.0	0.0	0.0	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						
IEP	% Below Basic	24.1	10.0	23.3	9.8	10.0	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	69.0	7.0	63.3	75.6	70.0	
	% Proficient	6.9	20.0	13.3	14.6	20.0	
	% Advanced	0.0	0.0	0.0	0.0	0.0	
Econ. Disadvantaged	% Below Basic	5.5	3.9	3.2	7.2	4.0	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	71.3	66.1	62.8	77.9	65.1	
	% Proficient	23.2	29.9	34.0	14.9	30.9	
	% Advanced	0.0	0.0	0.0	0.0	0.0	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	6					Subject:	Reading
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	14.2	16.1	13.5	16.1	12.5	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, 6th grade had an average of 4.2% fewer Adv/Prof students than PACCS overall for PSSA Reading.
	% Basic	25.8	19.7	19.7	21.2	24.6	
	% Proficient	33.0	36.4	35.7	37.1	34.8	
	% Advanced	27.0	27.7	31.1	25.6	28.1	
White	% Below Basic	12.1	14.0	12.0	14.2	11.5	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Confidence Interval, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 6th grade White subgroup of students had an average of 2.9% fewer Adv/Prof students than PACCS's overall White student subgroup for PSSA Reading.
	% Basic	25.4	18.1	18.6	20.2	22.0	
	% Proficient	33.5	37.9	37.2	39.1	37.5	
	% Advanced	28.9	30.0	32.2	26.5	28.9	
Black	% Below Basic	31.1	26.2	27.3	26.2	23.2	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 6th grade Black/Afr. Am. subgroup had an average of 11.2% fewer Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Reading.
	% Basic	33.3	32.8	27.3	27.9	42.9	
	% Proficient	24.4	29.5	29.1	32.8	14.3	
	% Advanced	11.1	11.5	16.4	13.1	19.6	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	19.0	20.0	9.5	21.1	14.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Confidence Interval help, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 6th grade Multi-Racial subgroup of students had an average of 2.6% fewer Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Reading.
	% Basic	19.0	13.3	33.3	21.1	28.6	
	% Proficient	33.3	40.0	28.6	31.6	28.6	
	% Advanced	28.6	26.7	28.6	26.3	28.6	
IEP	% Below Basic	29.2	40.9	28.8	22.7	30.4	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Safe Harbor CI, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 6th grade IEP subgroup had an average of 1.8% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Reading.
	% Basic	33.3	22.7	19.7	28.0	34.2	
	% Proficient	31.3	27.3	30.3	33.3	25.3	
	% Advanced	6.3	9.1	21.2	16.0	10.1	
Econ. Disadvantaged	% Below Basic	17.3	21.6	14.8	17.9	16.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Conf Int., Safe Harbor), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 6th grade Econ. Disadv subgroup had an average of 2.4% fewer Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Reading.
	% Basic	25.5	20.1	17.3	22.3	28.8	
	% Proficient	36.7	34.2	35.5	36.2	33.0	
	% Advanced	20.4	24.1	32.4	23.7	21.9	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						

Grade:	6					Subject:	Math
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	22.8	18.5	18.0	19.5	24.0	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, this 6th grade had an average of 3.8% more Adv/Prof students than PACCS overall for PSSA Math.
	% Basic	24.0	25.9	19.7	25.9	19.4	
	% Proficient	32.1	30.9	33.0	31.9	34.2	
	% Advanced	21.2	24.7	29.3	22.6	22.4	
White	% Below Basic	21.1	15.6	17.2	17.7	21.8	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 6th grade White subgroup had an average of 4.8% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Math.
	% Basic	22.5	25.0	19.1	24.2	19	
	% Proficient	33.2	31.6	33.2	33.9	35.1	
	% Advanced	23.1	27.8	30.6	24.2	24.1	
Black	% Below Basic	46.7	37.7	29.1	29.5	39.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Growth Model/SHC), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 6th grade Black/Afr. Am. subgroup had an average of 2.5% fewer Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Math.
	% Basic	35.6	29.5	23.6	42.6	23.2	
	% Proficient	11.1	29.5	32.7	19.7	32.1	
	% Advanced	6.7	3.3	14.5	8.2	5.4	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	4.8	13.3	9.5	26.3	28.6	PACCS met Adv/Prof for PSSA Math from 2009-10 and in 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 6th grade Multi-Racial subgroup had an average of 4.9% more Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Math.
	% Basic	33.3	33.3	28.6	15.8	14.3	
	% Proficient	28.6	13.3	38.1	42.1	21.4	
	% Advanced	33.3	40.0	23.8	15.8	35.7	
IEP	% Below Basic	47.9	27.3	28.8	18.4	47.5	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 6th grade IEP subgroup had an average of 6.5% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Math.
	% Basic	20.8	38.6	28.8	38.2	20.0	
	% Proficient	22.9	18.2	28.8	32.9	23.8	
	% Advanced	8.3	15.9	13.6	10.5	8.8	
Econ. Disadvantaged	% Below Basic	28.6	22.2	18.8	22.3	27.4	PACCS met Adv/Prof for PSSA Math from 2009-11 based on various helps (Growth Model/SH), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 6th grade Econ. Disadv subgroup had an average of 3.0% more Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Math.
	% Basic	23.5	27.8	18.2	29.5	23.9	
	% Proficient	31.1	26.8	31.8	27.2	32.1	
	% Advanced	16.8	23.2	31.2	21.0	16.7	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	7	Subject:					Reading
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	9.1	9.5	6.1	8.6	12.3	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, 7th grade had an average of 5.6% more Adv/Prof students than PACCS overall for PSSA Reading.
	% Basic	18.7	16.8	16.7	17.5	19.6	
	% Proficient	37.3	35.6	36.9	43.3	38.0	
	% Advanced	34.9	38.1	40.3	30.6	30.1	
White	% Below Basic	9.6	9.0	6.2	7.5	12.2	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Confidence Interval, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 7th grade White subgroup of students had an average of 5.5% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Reading.
	% Basic	18.3	14.8	14.9	16.8	17.1	
	% Proficient	36.6	37.1	38.1	43.0	38.5	
	% Advanced	35.6	39.2	40.8	32.8	32.2	
Black	% Below Basic	8.5	15.0	8.9	15.2	17.0	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 7th grade Black/Afr. Am. subgroup had an average of 7.0% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Reading.
	% Basic	21.3	33.3	26.8	21.2	39.6	
	% Proficient	48.9	26.7	35.7	43.9	32.1	
	% Advanced	21.3	25.0	28.6	19.7	11.3	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	4.5	9.5	0.0	15.4	13.9	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Confidence Interval help, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 7th grade Multi-Racial subgroup of students had an average of 6.3% more Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Reading.
	% Basic	18.2	19.0	28.6	23.1	22.2	
	% Proficient	31.8	38.1	19	42.3	36.1	
	% Advanced	45.5	33.3	52.4	19.2	27.8	
IEP	% Below Basic	35.2	34.4	14.3	12.0	37.2	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Safe Harbor CI, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 7th grade IEP subgroup had an average of 4.6% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Reading.
	% Basic	22.2	26.2	32.5	34.9	26.6	
	% Proficient	35.2	24.6	39.0	38.6	31.9	
	% Advanced	7.4	14.8	14.3	14.5	4.3	
Econ. Disadvantaged	% Below Basic	13.0	13.4	5.4	15.4	12.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Conf Int., Safe Harbor), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 7th grade Econ. Disadv subgroup had an average of 5.4% more Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Reading.
	% Basic	22.2	19.9	17.4	19.4	24.1	
	% Proficient	37.4	38.5	36.5	42.9	39.9	
	% Advanced	27.4	28.1	40.7	22.3	23.7	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						

Grade:	7						Subject:	Math
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?	
All Students	% Below Basic	18.4	22.3	16.1	14.9	20.4	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, this 7th grade had an average of 8.7% more Adv/Prof students than PACCS overall for PSSA Math.	
	% Basic	19.3	16.5	20.8	23.4	21.0		
	% Proficient	37.8	29.7	30.5	30.5	30.9		
	% Advanced	24.5	31.4	32.6	31.2	27.8		
White	% Below Basic	18.5	19.0	15.1	12.9	17.5	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 7th grade White subgroup had an average of 8.8% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Math.	
	% Basic	18.5	16.9	19.7	23.1	22.0		
	% Proficient	38.0	30.6	31.1	30.4	30.5		
	% Advanced	24.9	33.5	34.0	33.6	30.1		
Black	% Below Basic	19.1	53.3	26.8	28.4	45.3	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Growth Model/SHC), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 7th grade Black/Afr. Am. subgroup had an average of 7.3% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Math.	
	% Basic	21.3	16.7	28.6	25.4	22.6		
	% Proficient	40.4	15.0	25.0	32.8	22.6		
	% Advanced	19.1	15.0	19.6	13.4	9.4		
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic							
	% Proficient							
	% Advanced							
Multi-Racial	% Below Basic	22.7	14.3	23.8	19.2	30.6	PACCS met Adv/Prof for PSSA Math from 2009-10 and in 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 7th grade Multi-Racial subgroup had an average of 6.5% more Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Math.	
	% Basic	22.7	9.5	19.0	26.9	11.1		
	% Proficient	31.8	42.9	23.8	30.8	44.4		
	% Advanced	22.7	33.3	33.3	23.1	13.9		
IEP	% Below Basic	50.0	31.1	18.2	14.3	43	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 7th grade IEP subgroup had an average of 3.4% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Math.	
	% Basic	24.1	29.5	39.0	53.6	29.0		
	% Proficient	18.5	23.0	28.6	23.8	20.4		
	% Advanced	7.4	16.4	14.3	8.3	7.5		
Econ. Disadvantaged	% Below Basic	21.7	29.4	14.5	19.0	22.1	PACCS met Adv/Prof for PSSA Math from 2009-11 based on various helps (Growth Model/SH), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 7th grade Econ. Disadv subgroup had an average of 7.8% more Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Math.	
	% Basic	20.9	17.7	21.6	30.2	20.9		
	% Proficient	36.1	30.7	29.2	29.4	33.2		
	% Advanced	21.3	22.1	34.8	21.4	23.7		
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.	
	% Basic							
	% Proficient							
	% Advanced							

Grade:	8					Subject:	Reading
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	8.4	8.1	4.9	7.4	13.3	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, 8th grade had an average of 10.8% more Adv/Prof students than PACCS overall for PSSA Reading.
	% Basic	12.1	12.7	12.0	15.5	13.9	
	% Proficient	29.6	36.4	29.1	30.1	27.8	
	% Advanced	49.9	42.7	54.0	46.9	45.0	
White	% Below Basic	7.6	9.2	4.7	7.1	11.8	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Confidence Interval, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 8th grade White subgroup of students had an average of 10.3% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Reading.
	% Basic	11.4	11.6	10.8	14.6	13.7	
	% Proficient	29.7	35.5	29.0	30.4	28.1	
	% Advanced	51.4	43.8	55.4	48.0	46.4	
Black	% Below Basic	14.1	3.3	10.3	11.7	21.1	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 8th grade Black/Afr. Am. subgroup had an average of 15.9% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Reading.
	% Basic	15.6	21.3	20.7	26.0	18.3	
	% Proficient	29.7	44.3	27.6	24.7	26.8	
	% Advanced	40.6	31.1	41.4	37.7	33.8	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	5.9	0.0	0.0	4.0	22.6	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Confidence Interval help, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 8th grade Multi-Racial subgroup of students had an average of 15.8% more Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Reading.
	% Basic	11.8	23.5	13.0	20.0	6.5	
	% Proficient	35.3	35.3	43.5	28.0	25.8	
	% Advanced	47.1	41.2	43.5	48.0	45.2	
IEP	% Below Basic	36.4	29.4	11.5	16.0	43.9	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Safe Harbor CI, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 8th grade IEP subgroup had an average of 7.8% more Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Reading.
	% Basic	14.3	14.7	26.4	44.7	22.4	
	% Proficient	33.8	47.1	39.1	27.7	24.3	
	% Advanced	15.6	8.8	23.0	11.7	9.3	
Econ. Disadvantaged	% Below Basic	9.4	10.6	5.0	8.2	20.8	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Conf Int., Safe Harbor), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 8th grade Econ. Disadv subgroup had an average of 10.6% more Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Reading.
	% Basic	12.5	19.9	12.9	22.9	14.4	
	% Proficient	33.0	35.8	29.3	28.0	29.9	
	% Advanced	45.1	33.7	52.8	41.0	34.8	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						

Grade:	8					Subject:	Math
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	24.2	23.9	20.5	20.8	24.3	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, this 8th grade had an average of 1.0% fewer Adv/Prof students than PACCS overall for PSSA Math.
	% Basic	29.5	23.7	21.8	28.8	24.3	
	% Proficient	27.9	29.2	30.3	28.8	31.4	
	% Advanced	18.5	23.3	27.4	21.6	20.1	
White	% Below Basic	21.9	23.4	17.7	19.4	21.6	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 8th grade White subgroup had an average of 1.4% fewer Adv/Prof students than PACCS's overall White student subgroup for PSSA Math.
	% Basic	30.5	23.7	22.7	28.8	24.5	
	% Proficient	28.5	29.1	31.1	28.8	32.2	
	% Advanced	19.1	23.9	28.5	23.0	21.6	
Black	% Below Basic	39.7	34.4	46.6	37.7	43.7	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Growth Model/SHC), but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 8th grade Black/Afr. Am. subgroup had an average of 1.3% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Math.
	% Basic	25.4	24.6	17.2	27.3	21.1	
	% Proficient	19.0	23.0	15.5	27.3	31.0	
	% Advanced	15.9	18.0	20.7	7.8	4.2	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	29.4	11.8	21.7	16.0	32.3	PACCS met Adv/Prof for PSSA Math from 2009-10 and in 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 8th grade Multi-Racial subgroup had an average of 1.0% more Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Math.
	% Basic	17.6	23.5	13.0	36.0	25.8	
	% Proficient	35.3	47.1	52.2	32.0	22.6	
	% Advanced	17.6	17.6	13.0	16.0	19.4	
IEP	% Below Basic	53.2	27.1	33.3	26.6	52.8	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 8th grade IEP subgroup had an average of 4.2% fewer Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Math.
	% Basic	23.4	42.9	33.3	48.9	28.3	
	% Proficient	20.8	20.0	24.1	21.3	15.1	
	% Advanced	2.6	10.0	9.2	3.2	3.8	
Econ. Disadvantaged	% Below Basic	24.7	28.9	21.3	24.2	32.2	PACCS met Adv/Prof for PSSA Math from 2009-11 based on various helps (Growth Model/SH), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 8th grade Econ. Disadv subgroup had an average of 1.3% fewer Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Math.
	% Basic	32.7	25.2	21.3	28.7	24.2	
	% Proficient	27.8	31.7	31.7	28.3	29.2	
	% Advanced	14.8	14.2	25.7	18.8	14.4	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	8	Subject:					Science
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	23.3	27.3	20.5	18.1	23.5	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	25.3	16.9	23.1	25.6	21.9	
	% Proficient	32.7	38.8	35.2	36.9	34.6	
	% Advanced	18.8	16.9	21.1	19.4	19.9	
White	% Below Basic	19.8	24.3	18.6	15.7	21.0	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	24.9	17.1	22.2	23.8	21.7	
	% Proficient	35.7	40.1	37.3	38.7	35.5	
	% Advanced	19.6	18.5	21.9	21.7	21.7	
Black	% Below Basic	42.4	49.0	38.6	36.8	42.9	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	28.8	21.6	29.8	38.2	19.0	
	% Proficient	20.3	29.4	19.3	21.1	33.3	
	% Advanced	8.5	0.0	12.3	3.9	4.8	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	37.5	20.0	17.4	20.8	33.3	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	12.5	6.7	30.4	25.0	22.2	
	% Proficient	18.8	33.3	30.4	37.5	22.2	
	% Advanced	31.3	40.0	21.7	16.7	22.2	
IEP	% Below Basic	54.2	56.1	27.6	23.2	54.4	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	19.4	16.7	28.9	39	20.0	
	% Proficient	20.8	19.7	35.5	26.8	20.0	
	% Advanced	5.6	7.6	7.9	11.0	5.6	
Econ. Disadvantaged	% Below Basic	23.2	35.9	21.4	20.7	33.3	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	28.9	15.3	23.9	30.8	23.1	
	% Proficient	33.6	36.8	34.6	31.2	27.6	
	% Advanced	14.2	12.0	20.1	17.4	16.0	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	8	Subject:					Writing
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	3.7	4.1	2.5	4.6	3.7	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	40.2	38.8	50.2	49.0	49.6	
	% Proficient	53.3	52.3	45.6	45.9	45.0	
	% Advanced	2.8	4.8	1.7	0.6	1.7	
White	% Below Basic	3.3	4.1	2.2	4.3	4.0	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	39.7	38.2	50.2	49.7	48.9	
	% Proficient	53.6	52.4	46.0	45.3	45.4	
	% Advanced	3.3	5.2	1.6	0.7	1.7	
Black	% Below Basic	8.1	1.9	5.4	8.3	3.1	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	38.7	42.6	51.8	52.8	57.8	
	% Proficient	53.2	53.7	41.1	38.9	39.1	
	% Advanced	0.0	1.9	1.8	0.0	0.0	
Latino	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						
Multi-Racial	% Below Basic	0.0	7.7	0.0	4.2	0.0	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	50.0	38.5	56.5	45.8	55.6	
	% Proficient	50.0	53.8	39.1	50.0	40.7	
	% Advanced	0.0	0.0	4.3	0.0	3.7	
IEP	% Below Basic	11.6	20.6	8.0	18.8	14.9	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	66.7	60.3	68.0	72.5	64.9	
	% Proficient	21.7	15.9	24.0	8.8	20.3	
	% Advanced	0.0	3.2	0.0	0.0	0.0	
Econ. Disadvantaged	% Below Basic	3.7	5.7	2.2	6.3	4.7	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	41.1	46.0	47.9	52.2	53.2	
	% Proficient	55.1	46.0	48.1	41.2	39.5	
	% Advanced	0.0	2.4	1.7	0.4	2.6	
LEP	% Below Basic						Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic						
	% Proficient						
	% Advanced						

Grade:	11						Subject:	Reading
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?	
All Students	% Below Basic	16.0	13.2	13.0	15.8	*	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Growth Model, but did not make AYP in 2012. During these years, 11th grade had an average of 2.1% fewer Adv/Prof students than PACCS students overall for PSSA Reading. In 2013, 11th grade students did not take the PSSAs.	
	% Basic	18.4	17.5	19.7	22.4	*		
	% Proficient	36.0	36.3	37.2	36.3	*		
	% Advanced	29.6	33.0	30.1	25.5	*		
White	% Below Basic	14.4	13.0	12.7	15.4	*	PACCS met Adv/Prof for PSSA Reading in 2009-10 and 2011 based on Confidence Interval, but did not make AYP in 2012. During these years, the 11th grade White subgroup of students had an average of 2.8% fewer Adv/Prof students than PACCS's overall White student subgroup for PSSA Reading. In 2013, 11th grade students did not take the PSSAs.	
	% Basic	17.2	17.4	20.2	22.4	*		
	% Proficient	37.5	36.6	36.5	35.8	*		
	% Advanced	30.9	32.9	30.6	26.5	*		
Black	% Below Basic	33.8	17.0	16.9	23.9	*	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Safe Harbor/SHC), but did not make AYP in 2012. During these years, the 11th grade Black/Afr. Am. subgroup had an average of 0.6% more Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Reading. In 2013, 11th grade students did not take the	
	% Basic	27.7	17.0	16.9	29.6	*		
	% Proficient	21.5	37.7	45.1	36.6	*		
	% Advanced	16.9	28.3	21.1	9.9	*		
Latino	% Below Basic	21.1	12.5	11.8	26.1	*	Subgroup did not meet threshold (at least 20) to be considered measurable.	
	% Basic	31.6	12.5	5.9	4.3	*		
	% Proficient	26.3	25.0	52.9	43.5	*		
	% Advanced	21.1	50.0	29.4	26.1	*		
Multi-Racial	% Below Basic	18.8	15.8	12.9	10.0	*	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Confidence Interval help, but did not make AYP in 2012. During these years, the 11th grade Multi-Racial subgroup of students had an average of 3.0% fewer Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Reading. In 2013, 11th grade students did not take the	
	% Basic	25.0	31.6	19.4	22.5	*		
	% Proficient	37.5	26.3	38.7	37.5	*		
	% Advanced	18.8	26.3	29.0	30.0	*		
IEP	% Below Basic	48.4	34.3	30.0	28.6	*	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on Safe Harbor CI, but did not make AYP in 2012. During these years, the 11th grade IEP subgroup had an average of 2.7% fewer Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Reading. In 2013, 11th grade students did not take the PSSAs.	
	% Basic	19.8	21.9	30.8	27.8	*		
	% Proficient	25.3	32.4	27.5	34.6	*		
	% Advanced	6.6	11.4	11.7	9.0	*		
Econ. Disadvantaged	% Below Basic	19.7	16.0	12.7	21.6	*	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Conf Int., Safe Harbor), but did not make AYP in 2012. During these years, the 3rd grade Econ. Disadv subgroup had an average of 0.7% fewer Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Reading. In 2013, 11th grade students did not take the	
	% Basic	21.3	15.6	18.3	24.9	*		
	% Proficient	33.3	39.1	37.9	35.8	*		
	% Advanced	25.7	29.2	31.0	17.8	*		
LEP	% Below Basic					*	Subgroup did not meet threshold (at least 20) to be considered measurable	
	% Basic					*		
	% Proficient					*		
	% Advanced					*		

\*11th grade took Keystones in lieu of PSSAs

Grade:	11	Subject:					Math
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	42.1	44.9	42.1	45.6	*	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. During these years, this 11th grade had an average of 19.3% fewer Adv/Prof students than PACCS overall for PSSA Math.
	% Basic	24.7	22.5	24.9	22.6	*	
	% Proficient	22.8	20.4	23.6	20.4	*	
	% Advanced	10.4	12.3	9.4	11.4	*	
White	% Below Basic	39.5	44.3	41.3	44.4	*	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Growth Model, but did not make AYP in 2012. During these years, the 11th grade White subgroup had an average of 19.9% more Adv/Prof students than PACCS's overall White student subgroup for PSSA Math.
	% Basic	25.7	22.4	25.0	22.4	*	
	% Proficient	23.7	21.0	23.9	21.2	*	
	% Advanced	11.1	12.4	9.8	12.0	*	
Black	% Below Basic	60.0	54.7	57.7	64.8	*	PACCS met Adv/Prof for PSSA Reading from 2009-11 based on various helps (Growth Model/SHC), but did not make AYP in 2012. During these years, the 11th grade Black/Afr. Am. subgroup had an average of 17.0% fewer Adv/Prof students than PACCS's overall Black/Afr. Am. student subgroup for PSSA Math.
	% Basic	16.9	28.3	22.5	21.1	*	
	% Proficient	20.0	13.2	15.5	5.6	*	
	% Advanced	3.1	3.8	4.2	8.5	*	
Latino	% Below Basic	57.9	43.8	47.1	43.5	*	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Confidence Interval/Safe Harbor CI), but did not make AYP in 2012. During these years, the 11th grade Latino subgroup had an average of 17.4% fewer Adv/Prof students than PACCS's overall Latino student subgroup for PSSA Math.
	% Basic	26.3	6.3	23.5	30.4	*	
	% Proficient	10.5	25.0	23.5	21.7	*	
	% Advanced	5.3	25.0	5.9	4.3	*	
Multi-Racial	% Below Basic	75.0	57.9	32.3	47.5	*	PACCS met Adv/Prof for PSSA Math from 2009-10 and in 2011 based on Growth Model, but did not make AYP in 2012. In 2013 AYP Waiver was granted. During these years, the 11th grade Multi-Racial subgroup had an average of 26.3% fewer Adv/Prof students than PACCS's overall Multi-Racial student subgroup for PSSA Math.
	% Basic	12.5	10.5	32.3	20.0	*	
	% Proficient	6.3	15.8	29.0	32.5	*	
	% Advanced	6.3	15.8	6.5	0.0	*	
IEP	% Below Basic	71.4	61	53.3	45.1	*	PACCS met Adv/Prof for PSSA Math from 2009-11 based on Helps (Safe Harbor/SHC), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 11th grade IEP subgroup had an average of 14.2% fewer Adv/Prof students than PACCS's overall IEP student subgroup for PSSA Math.
	% Basic	20.9	21.9	24.2	33.1	*	
	% Proficient	5.5	14.3	20.0	17.3	*	
	% Advanced	2.2	2.9	2.5	4.5	*	
Econ. Disadvantaged	% Below Basic	46.3	46.1	40.4	53.8	*	PACCS met Adv/Prof for PSSA Math from 2009-11 based on various helps (Growth Model/SH), but did not make AYP in 2012. 2013 AYP Waiver granted. During these years, the 11th grade Econ. Disadv subgroup had an average of 19.4% fewer Adv/Prof students than PACCS's overall Econ Disadv. student subgroup for PSSA Math.
	% Basic	26.3	23.9	24.6	21.6	*	
	% Proficient	18.3	23.9	25.2	17.8	*	
	% Advanced	9.0	6.2	9.8	6.8	*	
LEP	% Below Basic					*	Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic					*	
	% Proficient					*	
	% Advanced					*	

\*11th grade took Keystones in lieu of PSSAs

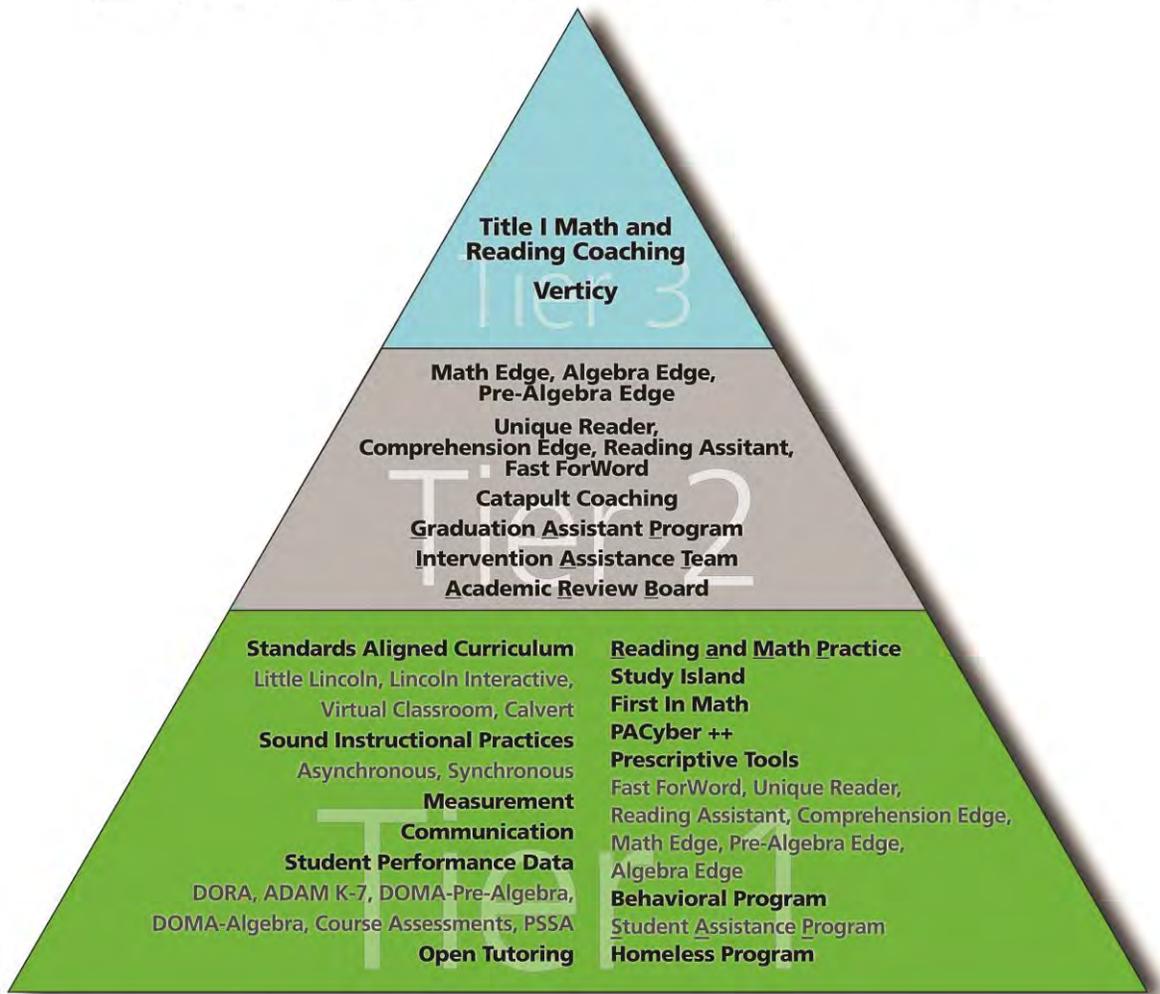
Grade:	11	Subject:					Science
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	15.7	13.7	13.0	11.8	*	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	46.0	48.7	49.9	52.6	*	
	% Proficient	23.1	26.3	27.7	26.2	*	
	% Advanced	15.2	11.3	9.4	9.4	*	
White	% Below Basic	13.9	12.5	12.8	10.5	*	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	45.8	48.8	49.5	51.9	*	
	% Proficient	24.0	27.3	27.9	28.3	*	
	% Advanced	16.2	11.4	9.8	9.3	*	
Black	% Below Basic	35.3	29.8	14.5	28.4	*	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	41.2	51.1	66.1	61.2	*	
	% Proficient	17.6	14.9	17.7	4.5	*	
	% Advanced	5.9	4.3	1.6	6.0	*	
Latino	% Below Basic	31.3	7.7	6.7	15.0	*	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	56.3	53.8	53.3	50.0	*	
	% Proficient	12.5	23.1	40.0	25.0	*	
	% Advanced	0.0	15.4	0.0	10.0	*	
Multi-Racial	% Below Basic	15.4	31.3	17.9	11.8	*	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	53.8	50.0	35.7	61.8	*	
	% Proficient	15.4	12.5	28.6	11.8	*	
	% Advanced	15.4	6.3	17.9	14.7	*	
IEP	% Below Basic	46.1	29.2	24	18.2	*	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	39.5	49.0	34.6	52.9	*	
	% Proficient	7.9	16.7	31.7	22.3	*	
	% Advanced	6.6	5.2	9.6	6.6	*	
Econ. Disadvantaged	% Below Basic	19.1	15.1	12.8	14.0	*	Proficiency status on PSSA Science exams was not factored into the AYP determination.
	% Basic	50.8	46.3	49.2	54.3	*	
	% Proficient	17.6	31.7	29.5	25.0	*	
	% Advanced	12.6	6.8	8.5	6.7	*	
LEP	% Below Basic					*	Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic					*	
	% Proficient					*	
	% Advanced					*	

\*11th grade took Keystones in lieu of PSSAs

Grade:	11	Subject:					Writing
Subgroup		Year 1 08-09	Year 2 09-10	Year 3 10-11	Year 4 11-12	Year 5 12-13	How did this affect AYP determination?
All Students	% Below Basic	1.9	1.0	1.0	2.8	*	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	20.2	18.9	18.7	23.8	*	
	% Proficient	70.6	71.8	73.3	71.3	*	
	% Advanced	7.3	8.3	7.0	2.2	*	
White	% Below Basic	1.4	1.0	1.0	2.7	*	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	19.4	18.6	18.5	23.6	*	
	% Proficient	70.9	72.0	72.9	71.6	*	
	% Advanced	8.3	8.4	7.6	2.0	*	
Black	% Below Basic	8.1	0.0	1.6	4.8	*	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	25.8	25.5	18.8	31.7	*	
	% Proficient	66.1	66.0	78.1	60.3	*	
	% Advanced	0.0	8.5	1.6	3.2	*	
Latino	% Below Basic	0.0	0.0	0.0	0.0	*	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	35.3	21.4	7.1	23.8	*	
	% Proficient	58.8	71.4	92.9	76.2	*	
	% Advanced	5.9	7.1	0.0	0.0	*	
Multi-Racial	% Below Basic	0.0	5.9	0.0	2.8	*	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	20.0	23.5	25.9	16.7	*	
	% Proficient	80.0	64.7	70.4	77.8	*	
	% Advanced	0.0	5.9	3.7	2.8	*	
IEP	% Below Basic	11.0	5.3	6.2	11.0	*	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	46.3	48.9	49.5	51.7	*	
	% Proficient	40.2	42.6	40.2	36.4	*	
	% Advanced	2.4	3.2	4.1	0.8	*	
Econ. Disadvantaged	% Below Basic	2.4	0.9	1.0	2.7	*	Proficiency status on PSSA Writing exams was not factored into the AYP determination.
	% Basic	22.7	20.4	17.2	26.3	*	
	% Proficient	68.7	73.5	76.1	69.0	*	
	% Advanced	6.2	5.2	5.8	2.0	*	
LEP	% Below Basic					*	Subgroup did not meet threshold (at least 20) to be considered measurable.
	% Basic					*	
	% Proficient					*	
	% Advanced					*	

\*11th grade took Keystones in lieu of PSSAs

# Response to Instruction and Intervention



## Tier 1 SCHOOL-WIDE SUPPORTS

**Qualifications:** Students who are making expected progress in the general education curriculum and who demonstrate social competence.

**Benchmark Indicators:** School-wide interventions that are available to all students.

- Student Performance Data
- Standards Based Curriculum
- Sound Instructional Practices
- Prescriptive Tools
- Measurement
- Homeless Program

- PA Cyber ++
- Open Tutoring
- CORE Team Oversight
- Communication
- SAP
- Fast ForWord
- Reading Assistant
- LGL Edge
- First in Math
- Study Island

**Complete Initial Intervention Interview**

Through a phone interview complete within 1 month of enrollment. Note in binders the results with colored tabs and keep a copy of the interview in the call log. *(form required)*

**Initial Intervention Rubric** *(Optional)*

<b>Red Zone</b>	<ul style="list-style-type: none"> <li>▪ Entering GPA of 1.9 (D average)</li> <li>▪ Below average results in PSSA or DORA/DOMA/ADAM K-7 assessments</li> <li>▪ Students in 8<sup>th</sup> and 11<sup>th</sup> Grade that are Basic on the PSSA Math must be enrolled in VC Math</li> <li>▪ Suggested enrollment into synchronous courses for other core courses.</li> <li>▪ Documented history of difficulty</li> <li>▪ Significantly inadequate progress within 1 month</li> <li>▪ Initial Intervention Interview score of below 10</li> </ul>
<b>Yellow Zone</b>	<ul style="list-style-type: none"> <li>▪ Entering GPA of 2.9 (C average)</li> <li>▪ Below average results in PSSA or DORA/DOMA/ADAM K-7 assessments</li> <li>▪ Students in 8<sup>th</sup> and 11<sup>th</sup> Grade that are Basic on the PSSA Math must be enrolled in VC Math</li> <li>▪ Documented history of difficulty</li> <li>▪ Marginally adequate progress within 1 month of enrollment</li> <li>▪ Initial Intervention Interview score of 11-13</li> </ul>
<b>Green Zone</b>	<ul style="list-style-type: none"> <li>▪ Entering GPA of 3.0 (B average)</li> <li>▪ Below average results in PSSA or DORA/DOMA/ADAM K-7 assessments</li> <li>▪ Students in 8<sup>th</sup> and 11<sup>th</sup> Grade that are Basic on the PSSA Math must be enrolled in VC Math</li> <li>▪ Documented history of success</li> <li>▪ Adequate progress within 1 month of enrollment</li> <li>▪ Initial Intervention Interview score of 14-20</li> </ul>

Based on results an Instructional Supervisor should consider the following options:

- Begin implementing & documenting interventions in Tracker Keeper
- Develop a referral to Homeless Program, if necessary. *(referral required)*
- Begin documenting identifiers for referral to SAP, if necessary. *(referral required)*
- Enroll parent in Family Link or student in PA Cyber ++, if necessary.

- Provide Getting Started @PA Cyber guidebook and/or schedule for a personal parent orientation at one of our satellite or support offices.

**Refer to PA Cyber ++** if located in Wexford, Harrisburg and Philadelphia Support Center locations (*referral required*)

**Enroll in Family Link** Email student name, id and contact information to [familylink@pacyber.org](mailto:familylink@pacyber.org).

**Review Universal Screener or PSSA Assessments** Review Math and Reading data to determine appropriate placement in curriculum. If data is unavailable request early our universal screener. Assess the student prior to enrollment in any course. See guide for selecting interventions.

GUIDE TO SELECTING INTERVENTIONS USING DOMA/ADAM K-7 RESULTS			
GRADE LEVEL	ADAM K-7 GRADES K-7TH [5 STRANDS]	TIER	INTERVENTION
ADAM K-7 [K-7TH]	ON OR ABOVE GRADE LEVEL <i>Review the Grade Score Column</i>	T1	OPEN TUTORING [Optional]
			FIRST IN MATH [Optional] [NUMERATION DEFECIENCY ONLY]
			LGL MATH EDGE-15 MIN/3X/WEEK [Optional]
	.5/1 GRADE LEVEL BELOW <i>Review the Grade Score Column</i>		7TH GRADE ONLY- [STUDENT IS PRE-ALGEBRA READY]SCREEN DOMA- PRE-ALGEBRA IN WINTER TESTING WINDOW FOLLOW PRE-ALGEBRA GUIDELINES BELOW
1.5/2 GRADE LEVELS BELOW <i>Review the Grade Score Column</i>	T2	LGL MATH EDGE-15 MIN/3X/WEEK	FIRST IN MATH-15 MIN/3X/WEEK [NUMERATION DEFECIENCY ONLY]
2+ GRADE LEVELS BELOW <i>Review the Grade Score Column</i>	T3	TITLE I MATH	
GRADE LEVEL	DOMA-PREALGEBRA GRADES 8-10TH- [14 CONSTRUCTS]	TIER	INTERVENTION
DOMA- PRE-ALGEBRA [8TH-10TH]	8 of 14 MASTERED	T1	OPEN TUTORING [Optional]
			[STUDENT IS ALGEBRA READY]-SCREEN DOMA ALGEBRA/ WINTER LGL ALGEBRA EDGE - 15 MIN/3X/WEEK
	4 of 7 MASTERED	T2	LGL PRE-ALGEBRA EDGE-30 MIN/3X/WEEK
		T3	SCREEN ADAM K-7/LGL MATH EDGE - 30 MIN/5X/WEEK
	0-3 MASTERED		SCREEN ADAM K-7/ TITLE I MATH 7th GRADE ONLY - LGL PRE-ALGEBRA EDGE - 30 MIN/5X/WEEK
GRADE LEVEL	DOMA-ALGEBRA GRADE 11TH- [46 STANDARDS]	TIER	INTERVENTION
DOMA- ALGEBRA [11TH]	10 of 46 STANDARDS MASTERED	T1	PROFICIENT FOR GRADUATION
			OPEN TUTORING [Optional]
	6-9 STANDARDS MASTERED	T2	LGL ALGEBRA EDGE- 30 MIN/3X/WEEK
	0-5 STANDARDS MASTERED	T3	LGL ALGEBRA EDGE - 30 MIN/5X/WEEK TITLE I MATH

GUIDE TO SELECTING INTERVENTIONS USING DORA RESULTS			
GRADE LEVEL	DORA GRADES K-5TH - [7 STRANDS]	TIER	INTERVENTION
K- 5TH	.5/1 GRADE LEVEL BELOW/ 1-7 STRANDS	T1	OPEN TUTORING/RAMP/PEER TUTORING [OPTIONAL]
			LGL EMERGENT READER [K-1] LGL READING EDGE [2-5] - 15 MIN/3X/WEEK
			FAST FORWARD - 30 MIN/4X/WEEK READING ASSISTANT - 30 MIN/4X/WEEK
	1.5/2 GRADE LEVEL BELOW/ 1-7 STRANDS	T2	LGL EMERGENT READER [K-1] LGL READING EDGE [2-5] -- 30 MIN/3X/WEEK
			FAST FORWARD - 30 MIN/4X/WEEK READING ASSISTANT - 30 MIN/4X/WEEK
			LGL EMERGENT READER [K-1] LGL READING EDGE [2-5] -- 30 MIN/5X/WEEK
	2+ GRADE LEVELS BELOW/ 1-7 STRANDS	T3	FAST FORWARD - 30 MIN/5X/WEEK READING ASSISTANT - 30 MIN/5X/WEEK TITLE I READING
GRADE LEVEL	DORA GRADES 6-10TH - [7 STRANDS]	TIER	INTERVENTION
6TH-10TH	.5/1 GRADE LEVEL BELOW/ 1-7 STRANDS	T1	OPEN TUTORING [OPTIONAL]
			LGL COMP EDGE- 15 MIN/3X/WEEK FAST FORWARD - 30 MIN/4X/WEEK READING ASSISTANT - 30 MIN/4X/WEEK
			LGL COMP EDGE - 30 MIN/3X/WEEK FAST FORWARD - 30 MIN/4X/WEEK READING ASSISTANT - 30 MIN/4X/WEEK
	1.5/2 GRADE LEVEL BELOW/ 1-7 STRANDS	T2	LGL COMP EDGE - 30 MIN/5X/WEEK FAST FORWARD - 30 MIN/5X/WEEK READING ASSISTANT - 30 MIN/5X/WEEK
	2+ GRADE LEVELS BELOW/ 1-7 STRANDS	T3	LGL COMP EDGE - 30 MIN/5X/WEEK FAST FORWARD - 30 MIN/5X/WEEK READING ASSISTANT - 30 MIN/5X/WEEK TITLE I READING
GRADE LEVEL	DORA GRADE 11TH - [8 STANDARDS]	TIER	INTERVENTION
11TH	.5/1 GRADE LEVEL BELOW/ 5 of 8 STANDARDS MET	T1	PROFICIENT FOR GRADUATION [5 of 8 STANDARDS]
			OPEN TUTORING [Optional] LGL COMP EDGE - 15 MIN/3X/WEEK
			LGL COMP EDGE - 30 MIN/3X/WEEK FASTFORWARD - 30 MIN/4X/WEEK READING ASSISTANT - 30 MIN/4X/WEEK
	1.5/2 GRADE LEVEL BELOW/ 3-4 STANDARDS MET	T2	LGL COMP EDGE - 30 MIN/5X/WEEK FAST FORWARD - 30 MIN/5X/WEEK READING ASSISTANT - 30 MIN/5X/WEEK
	2+ GRADE LEVELS BELOW/ 0-2 STANDARDS MET	T3	LGL COMP EDGE - 30 MIN/5X/WEEK FAST FORWARD - 30 MIN/5X/WEEK READING ASSISTANT - 30 MIN/5X/WEEK TITLE I READING

**Select Curriculum** Enroll in Little Lincoln, Calvert, and Lincoln Interactive curriculum. Individualize curricula based on mode of delivery ~ Asynchronous and/or Synchronous

**Administer Universal Screening** Request that the student take school-wide local performance assessment based on grade enrolled. Students must participate in a math and reading universal screener two or three times each year dependent on grade level. K-2 students will take the screener three times/year, grades 3-11 twice/year, 12<sup>th</sup> grade, as needed for graduation requirements. After the screener is complete you will review the results with each child's parent and determine the most effective curriculum and intervention to **schedule** into their school day.

**School-wide Strategy:** September & January (K-11<sup>th</sup>), May (K-2<sup>nd</sup>)

**1 week before school starts**

- Mass email campaign
- Communication notices in all systems

**Week 1 and 2**

- Phone call campaign
- Instructional Supervisor verifies that the student has taken the assessment (Instructional Supervisor will be notified if assessment is not taken at the end of week 1 and week 2 by STUDENT ACHIEVEMENT/ INSTRUCTIONAL SUPERVISOR)

**Week 3 and 4**

- Instructional Supervisor verifies that the student has taken the assessment (Instructional Supervisor will be notified if assessment is not taken at the end of week 3 and week 4 by STUDENT ACHIEVEMENT/INSTRUCTIONAL SUPERVISOR)
- STUDENT ACHIEVEMENT/INSTRUCTIONAL SUPERVISOR call those students who have not taken the assessment with the assistance of the Instructional Supervisor.
- STUDENT ACHIEVEMENT/INSTRUCTIONAL SUPERVISOR email directions and calls to model taking the assessment.

**Week 5**

- Academy Director will contact parent to administer the assessment with the assistance of the STUDENT ACHIEVEMENT/INSTRUCTIONAL SUPERVISOR

**DORA/DOMA/ADAM K-7 (Grades K-11)**

**If PSSA Math is Basic or Below Basic in Grades 8 and 11:**

- Students MUST be scheduled for VC Math, per the School Board.

**If At or Above Grade Level:**

- Assign: Study Island (Grades 3-11)-250 questions should be completed prior to PSSA. School-wide initiative will begin November- February.
- Progress Monitor coursework and intervention.
- Expect: Open Tutoring (*see tutoring schedule*)

**If Below or Significantly-Below Grade Level:**

GUIDE TO SELECTING INTERVENTIONS USING DOMA/ADAM K-7 RESULTS			
GRADE LEVEL	ADAM K-7 GRADES K-7TH [5 STRANDS]	TIER	INTERVENTION
ADAM K-7 [K-7TH]	ON OR ABOVE GRADE LEVEL <i>Review the Grade Score Column</i>	T1	OPEN TUTORING [Optional]
	.5/1 GRADE LEVEL BELOW <i>Review the Grade Score Column</i>		FIRST IN MATH [Optional] [NUMERATION DEFECIENCY ONLY]
			LGL MATH EDGE-15 MIN/3X/WEEK [Optional]
	1.5/2 GRADE LEVELS BELOW <i>Review the Grade Score Column</i>	T2	7TH GRADE ONLY- [STUDENT IS PRE-ALGEBRA READY]SCREEN DOMA- PRE-ALGEBRA IN WINTER TESTING WINDOW FOLLOW PRE-ALGEBRA GUIDELINES BELOW
2+ GRADE LEVELS BELOW <i>Review the Grade Score Column</i>	T3	LGL MATH EDGE-15 MIN/3X/WEEK FIRST IN MATH-15 MIN/3X/WEEK [NUMERATION DEFECIENCY ONLY]	
<b>DOMA-PREALGEBRA GRADES 8-10TH- [14 CONSTRUCTS]</b>			
GRADE LEVEL	DOMA-PREALGEBRA GRADES 8-10TH- [14 CONSTRUCTS]	TIER	INTERVENTION
DOMA-PRE-ALGEBRA [8TH-10TH]	8 of 14 MASTERED	T1	OPEN TUTORING [Optional] [STUDENT IS ALGEBRA READY]-SCREEN DOMA ALGEBRA/ WINTER LGL ALGEBRA EDGE - 15 MIN/3X/WEEK
	4 of 7 MASTERED	T2	LGL PRE-ALGEBRA EDGE-30 MIN/3X/WEEK SCREEN ADAM K-7/LGL MATH EDGE - 30 MIN/5X/WEEK
	0-3 MASTERED	T3	SCREEN ADAM K-7/ TITLE I MATH 7th GRADE ONLY - LGL PRE-ALGEBRA EDGE - 30 MIN/5X/WEEK
<b>DOMA-ALGEBRA GRADE 11TH- [46 STANDARDS]</b>			
GRADE LEVEL	DOMA-ALGEBRA GRADE 11TH- [46 STANDARDS]	TIER	INTERVENTION
DOMA-ALGEBRA [11TH]	10 of 46 STANDARDS MASTERED	T1	PROFICIENT FOR GRADUATION OPEN TUTORING [Optional]
	6-9 STANDARDS MASTERED	T2	LGL ALGEBRA EDGE- 30 MIN/3X/WEEK
	0-5 STANDARDS MASTERED	T3	LGL ALGEBRA EDGE - 30 MIN/5X/WEEK TITLE I MATH

GUIDE TO SELECTING INTERVENTIONS USING DORA RESULTS			
GRADE LEVEL	DORA GRADES K-5TH - [7 STRANDS]	TIER	INTERVENTION
K- 5TH	.5/1 GRADE LEVEL BELOW/ 1-7 STRANDS	T1	OPEN TUTORING/RAMP/PEER TUTORING [OPTIONAL]
			LGL EMERGENT READER [K-1] LGL READING EDGE [2-5] - 15 MIN/3X/WEEK
			FAST FORWARD - 30 MIN/4X/WEEK
	1.5/2 GRADE LEVEL BELOW/ 1-7 STRANDS	T2	LGL EMERGENT READER [K-1] LGL READING EDGE [2-5] -- 30 MIN/3X/WEEK
			FAST FORWARD - 30 MIN/4X/WEEK
			READING ASSISTANT - 30 MIN/4X/WEEK
2+ GRADE LEVELS BELOW/ 1-7 STRANDS	T3	LGL EMERGENT READER [K-1] LGL READING EDGE [2-5] -- 30 MIN/5X/WEEK	
		FAST FORWARD - 30 MIN/5X/WEEK	
		READING ASSISTANT - 30 MIN/5X/WEEK	
TITLE I READING			
GRADE LEVEL	DORA GRADES 6-10TH - [7 STRANDS]	TIER	INTERVENTION
6TH-10TH	.5/1 GRADE LEVEL BELOW/ 1-7 STRANDS	T1	OPEN TUTORING [OPTIONAL]
			LGL COMP EDGE- 15 MIN/3X/WEEK
			FAST FORWARD - 30 MIN/4X/WEEK
	1.5/2 GRADE LEVEL BELOW/ 1-7 STRANDS	T2	READING ASSISTANT - 30 MIN/4X/WEEK
			LGL COMP EDGE - 30 MIN/3X/WEEK
			FAST FORWARD - 30 MIN/4X/WEEK
2+ GRADE LEVELS BELOW/ 1-7 STRANDS	T3	READING ASSISTANT - 30 MIN/4X/WEEK	
		LGL COMP EDGE - 30 MIN/5X/WEEK	
		FAST FORWARD - 30 MIN/5X/WEEK	
READING ASSISTANT - 30 MIN/5X/WEEK			
TITLE I READING			
GRADE LEVEL	DORA GRADE 11TH - [8 STANDARDS]	TIER	INTERVENTION
11TH	.5/1 GRADE LEVEL BELOW/ 5 of 8 STANDARDS MET	T1	PROFICIENT FOR GRADUATION [5 of 8 STANDARDS]
			OPEN TUTORING [Optional]
			LGL COMP EDGE - 15 MIN/3X/WEEK
	1.5/2 GRADE LEVEL BELOW/ 3 -4 STANDARDS MET	T2	LGL COMP EDGE - 30 MIN/3X/WEEK
			FASTFORWORD - 30 MIN/4X/WEEK
			READING ASSISTANT - 30 MIN/4X/WEEK
2+ GRADE LEVELS BELOW/ 0-2 STANDARDS MET	T3	LGL COMP EDGE - 30 MIN/5X/WEEK	
		FAST FORWARD - 30 MIN/5X/WEEK	
		READING ASSISTANT - 30 MIN/5X/WEEK	
TITLE I READING			

### Tier 1

(Definition-1 subtest below their grade level, with the exception of fractions for K-1st grade where a 0 is considered at grade level.)

- Assign: LGL Edge (K-11) (Complete a minimum of 1 scored activity 3 times each week in math working for a minimum of 20 to 30 minutes.)

### Tier 2

(Definition -2 or more subtests below their grade level, with the exception of fractions for K-1st grade where a 0 is considered at grade level.)

- Assign: LGL Edge (K-11) (Complete a minimum of 1 scored activity 3 to 5 times each week in math working for a minimum of 30-60 minutes.)
- LGL Edge, et. al (3-11) (See chart)
- Progress Monitor: Bi-Monthly; Progress Monitoring and coursework

### Tier 3

(Definition- MAJORITY of subtests are significantly below their grade level (2 or more years) with the exception of fractions for K-1st grade where a 0 is considered at grade level.)).

- Assign: Title I Reading or Math Coaching (K-12)
- Progress Monitor – Coaching Reports that are found in SharePoint

- Review the effective results of implementing the intervention bi-monthly to insure that it is providing the results desired.
- Modify the intervention as necessary in frequency to obtain the desired results.
- Modifications can be requested from the Director of Student Achievement or Student Achievement/Instructional Supervisor.

#### **Schedule a Tier 1 Intervention**

- Include within a student's daily schedule based on the Universal Screener.
- Begin progress monitoring. (*Tracker Keeper*)
- Review the results of implementing the intervention bi-monthly to insure that it is providing the results desired.
- Modify the intervention as necessary in frequency to obtain the desired results.

#### **School-wide Strategy: Study Island Participation** (Grades 3-8)

Beginning November–March

#### **November**

##### **Week 1-2**

- Student Achievement Department will set up students in Study Island classes & Email Access Notification

##### **Week 3-4**

- Student Achievement Department will email all students directions to access Study Island
- Instructional Supervisor will call each parent to confirm their access to Study Island for Advanced/Proficient status

#### **December-February**

##### **Week 1-2**

- Assign participation in Study Island
- Introduce goals
  - Goal #1
    - Earn blue ribbons each week in both math and reading
  - Goal #2
    - Take the Fall and Spring DORA/DOMA universal screener
    - Complete 250 Math and Reading questions
    - Attend your Spring PSSA test

##### **Week 3-**

- Email incentive flyer to meet goals to students that meet criteria
- Progress monitor weekly participation within Study Island and discuss strengths/weaknesses in upcoming bi-monthly phone calls.

#### **Referral to SAP**

When identifiers are documented you may initiate through a referral with your Academy SAP member.

- Safety/Behavior- Any staff member- *no approval necessary*
- Academic- Instructional Supervisor (*with Academy Director's approval*)
- Truancy- Instructional Supervisor (*with Academy Director's approval*)

*Prior approval from Academy Director is required if academic/truancy issue is identified. If a single referral is made and rejected by the parent the Instructional Supervisor may opt to pursue the ARB process.*

### **SAP Procedure:**

#### **The Academy SAP member will:**

- Notify by site email address of the referral.
- Call parent of referred student to explain the purpose of the referral and begins the 5-Step process
- Describe SAP process and potential resolution of the process
- Send SAP referral documents to the parent and appropriate staff for approval or waiver.
- Provide documents to John Oster for Case Manager assignment

#### **If the parent - Accepts**

- Expect: A SAP Case Manager will contact the IS and Academy Director to determine a recommendation. If necessary, a SAP meeting may be scheduled to develop an intervention recommendation.
- Document: Attempted interventions on Tracker Keeper
- Progress Monitor: SAP intervention benchmarks and coursework (Completed by SAP Case Manager)

#### **If the parent - Declines or plan is not followed**

- Document: The SAP Referral was waived by the parent.
- Develop: Short-term plan (2-weeks) and progress monitor its activity.
- Contact: The parent about the short-term plan and explain the ARB process.
- Document: Attempted interventions on RtII Tracker Keeper.
- Contact: The parent about the short-term plan, readjust goals and review the ARB process.

#### **Results:**

- Continue effective practices for students who respond to Tier 1 Interventions
- Students who do not respond begin Tier 2 Interventions

### **Tier 2 STRATEGIC AND TARGETED INTERVENTIONS**

**Qualifications:** Academic and behavioral strategies, methodologies and practices designed for students not making expected progress in the general education curriculum and/or have mild to moderate difficulties demonstrating social competence. These students are at-risk for academic failure.

**Benchmark Indicators:** Interventions are available to students who require additional intervention.

- Continuation of Tier 1 Interventions
- Initiate enrollment in a Tier 2 Intervention
- Initiate Next Step meeting
- Initiating IAT process
- Initiating ARB process

#### **Schedule a Tier 2 Intervention (LGL EDGE, FAST FORWARD, READING ASSISTANT)**

**If qualifications are met** for the intervention:

- Review the **CUSP & BASIC** scores from PSSA Math/Reading or universal screening for placement.

#### **If Basic or on the CUSP:**

- Expect: Enrollment and attendance in completing lessons where deficiency is determined
- Assign: 3x/week for 30 minute sessions with attendance
- Document: Attempted interventions on RtII Tracker Keeper

- Progress Monitor: Bi-Monthly; Tier 2 Intervention. Additional monitors may be assigned to the student

**If Unsuccessful with the placement:**

- Expect: Enrollment and attendance in the intervention lessons with increased monitoring
- Assign: 3x/week for 30 minute sessions adjust plan, as needed.
- Document: Attempted interventions on RtII Tracker Keeper
- Progress Monitor: Tier 2 Interventions and coursework with the assistance of additional monitors.
- Refer: Title I Reading/Math Coaching (*referral required*)

**NEXT STEP Meeting**

- Work with parents and teachers to identify concerns and severity of concerns
- Implement interventions and progress monitor
- If no improvement after 6-8 weeks, move to IAT

**INSTRUCTIONAL ASSISTANCE TEAM (IAT)**

*Notify Guidance of your intent to pursue the IAT process and gather IAT documentation (referral required)*

**If Qualified:**

- Expect: IAT Intervention meeting where a plan will be developed
- Maintain: Tier 1 and 2 Interventions
- Refer: Title I Coaching
- Refer: Special Education evaluation (*cannot request without going through IAT process*)
- Document: Interventions on RtII Tracker Keeper

**If Unqualified:**

- Send: ARB 2<sup>nd</sup> notification letter is sent after **1 month** from 1<sup>st</sup> indication of lack of progress (*form required*)
- Expect: Tier 2 Intervention
- Document: Attempted interventions on RtII Tracker Keeper
- Progress Monitor: Tier 2 Interventions and IAT Intervention benchmarks

**Results:**

- Students who respond to intervention cycle back to Tier 1 Interventions
- Students who do not respond to intervention are identified for Tier 3 Interventions

**Tier 3 INTENSIVE INTERVENTIONS**

**Qualifications:** Academic and behavioral strategies, methodologies and practices designed for students significantly lagging behind established grade-level Benchmarks in the general education curriculum or who demonstrate significant difficulties with behavioral and social competence.

**Benchmark Indicators:** Interventions that are available to student require intense intervention practices.

- Refer for evaluation to Title I Reading or Math Coaching
- Schedule ARB conference
- Refer for evaluation for Special Education services (*must have gone through IAT process*)

**Schedule a Tier 3 Intervention**

**TITLE I READING OR MATH COACHING**

If Significantly-Below Grade Level or Basic on PSSA Math or Reading:

- Complete referral and send to the Student Achievement/IS

- Expect: Title I Math and/or Reading coaching participation
- Document: Attempted interventions on RtII Tracker Keeper
- Progress Monitor: Tier 3 interventions

**If Successful:**

- Maintain: Tier 3 Interventions
- Progress Monitor: Completed by the Title I Coach, pull reports bi-monthly from Progress Monitoring Tool

**If Unsuccessful:**

- Request: NEXT STEP post-conference meeting to review plan
- Document: Attempted interventions on RtII Tracker keeper
- Progress Monitor: Tier 3 Interventions, modified

**Consider prior to referral. Do not enroll if:**

- Family would not commit to regular attendance to coaching session
- Considering or have referred to ARB
- Tier 1 or Tier 2 not attempted
- Send: ARB 3<sup>rd</sup> notification letter after **6 weeks** of lack of progress (*referral required*)
- Expect: Tier 1 and Tier 2 Interventions
- Document: Attempted interventions on RtII Tracker Keeper
- Progress Monitor: Tier 1 and 2 Interventions and coursework

**Results:**

- Students who respond in intervention cycle back to Tier 1 or 2 Interventions or maintain Tier 3 Interventions.
- Students who do not respond to intervention are identified to schedule an Academic Review Board conference (ARB) to determine a proper academic setting.

Pennsylvania Cyber CS

**Improvement Plan**

07/01/2014 - 06/30/2017

# School Profile

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## Demographics

652 Midland Ave  
Midland, PA 15059  
(724)643-1180

Phase:	Phase 2
Federal Accountability Designation:	Focus
Title I Status:	Yes
CEO Name:	Michael Conti
CEO E-mail address:	mike.conti@pacyber.org

## Planning Committee

Name	Role
Cary Bianco	Elementary School Teacher - Regular Education
Aaron Bovalino	Administrator
Christine Crow	Secondary School Teacher - Regular Education
Allison Duran	Middle School Teacher - Regular Education
Jim Eimiller	Community Representative
Patricia Fawcett	Parent
Mark Felbinger	Middle School Teacher - Regular Education
Sandra Fouch	Director of Federal Programs and Student Achievement
Fran Komara	Business Representative
Justin Lindner	Secondary School Teacher - Regular Education
Dana Marquis	Ed Specialist - School Nurse
Jackie McConaughy	Elementary School Teacher - Regular Education
Erin Mills	Community Representative
Sheryl Monac	Business Representative
Paul Pupi	Ed Specialist - School Counselor
Kelly Ruzzi	Parent
Mike Shoaf	Secondary School Teacher - Special Education
Jennifer Shoaf	Student Curriculum Director/Specialist
Lakeshia Tucker	Elementary School Teacher - Regular Education
Sean Wisniewski	Secondary School Teacher - Regular Education
Eric Woelfel	Administrator

# Assurances

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## Title I Schools

### *Title I Priority or Focus Schools*

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

#### **Assurances 1 through 12**

*No assurances have been identified*

#### **Assurance 13**

*No strategies have been identified*

#### **Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

No

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

*No file has been uploaded.*

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

1	Moderate evidence that PA Cyber exceeded the standard for PA Academic Growth from 6 <sup>th</sup> to 7 <sup>th</sup> grade PSSA Math.
2	Significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 4 <sup>th</sup> to 5 <sup>th</sup> grade PSSA Reading
3	Significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 5 <sup>th</sup> to 6 <sup>th</sup> grade PSSA Reading.
4	Significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 6 <sup>th</sup> to 7 <sup>th</sup> grade PSSA Reading.
5	Significant evidence that PA Cyber exceeded the standard for PA Academic Growth from 4 <sup>th</sup> to 8 <sup>th</sup> grade PSSA Science.
6	Significant evidence that PA Cyber exceeded the standard for PA Academic Growth for Keystone Literature Exam.

## School Concerns

### Concern #1:

1	Moderate evidence that PA Cyber did not meet the standard for PA Academic Growth from 3 <sup>rd</sup> to 4 <sup>th</sup> grade PSSA Math
2	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 4 <sup>th</sup> to 5 <sup>th</sup> grade PSSA Math
3	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 7 <sup>th</sup> to 8 <sup>th</sup> grade PSSA Math
4	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 3 <sup>rd</sup> to 4 <sup>th</sup> grade PSSA Reading
5	Moderate evidence that PA Cyber did not meet the standard for PA Academic Growth from 7 <sup>th</sup> to 8 <sup>th</sup> grade PSSA Reading.

6	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 5 <sup>th</sup> to 8 <sup>th</sup> grade PSSA Writing
7	Moderate evidence that PA Cyber did not meet the standard for PA Academic Growth for Keystone Algebra I.
8	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth for Keystone Biology.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*System #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Aligned Concerns:

1	Moderate evidence that PA Cyber did not meet the standard for PA Academic Growth from 3 <sup>rd</sup> to 4 <sup>th</sup> grade PSSA Math
2	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 4 <sup>th</sup> to 5 <sup>th</sup> grade PSSA Math
3	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 7 <sup>th</sup> to 8 <sup>th</sup> grade PSSA Math
4	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 3 <sup>rd</sup> to 4 <sup>th</sup> grade PSSA Reading
5	Moderate evidence that PA Cyber did not meet the standard for PA Academic Growth from 7 <sup>th</sup> to 8 <sup>th</sup> grade PSSA Reading.
6	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth from 5 <sup>th</sup> to 8 <sup>th</sup> grade PSSA Writing
7	Moderate evidence that PA Cyber did not meet the standard for PA Academic Growth for Keystone Algebra I.
8	Significant evidence that PA Cyber did not meet the standard for PA Academic Growth for Keystone Biology.

# Improvement Plan

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## Action Plans

**Goal #1:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Indicators of Effectiveness:

Type: Interim

Data Source: PVAAS, Student test/course grades, DORA, DOMA(Algebra/Pre-Algebra), Adaptive Diagnostic Assessment Mathematics, and Study Island.

Specific Targets: Achieve 95% student participation on all state assessments aligned to the PA Standards.

### Strategies:

*All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.*

### Description:

The Pennsylvania Cyber Charter School understands the need for a high quality induction program. It is also our belief that a comprehensive Educator Induction Plan is the essential first step to facilitate entry into the education profession and teaching to high standards. In addition, it is recognized that an approved induction plan is required by Title 22, Chapter 49, Sections 49.16 and 49.83 of the Pennsylvania Code.

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. Individual goals include the following:

- To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching

- To provide new educators with basic information and knowledge about the school and resident students in order to increase their effectiveness in fulfilling their duties
- To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
- To provide new educators with staff development experiences to achieve a successful transition into the school's educational program
- To provide experience, professional insights, and encouragement to achieve success as new employees

The strategies include working knowledge of the Standards Aligned System and how to use the resources of PDE's SAS web portal as a tool to develop lessons plans, locate appropriate materials and resources, deliver instruction, construct assessments and support struggling students. The plan is aligned with school goals, students' needs and includes induction activities that focus on teaching diverse learners in least restrictive environments.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

*In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.*

**Description:**

In order to further our educational goals and comply with the law, all Act 48 professional development must be aligned to the specific needs of the students who our educators are serving. PA Cyber will examine their student-level data, determine professional education goals from the data, design an action plan with activities that meet the identified needs, and then evaluate the effectiveness of the training.

While developing the Educator Induction Plan the Danielson Framework and its four domains and components will be the primary focus for professional development. In addition, professional development activities will utilize the Pennsylvania's Standards Aligned System Framework in an effort to improve student achievement and enhance instructional practice.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

***Implementation Steps:***

### *Appoint Induction Coordinator*

**Description:**

Director of Staff Development and Certification will be appointed as Induction Coordinator.

**Start Date:** 7/1/2014    **End Date:** 7/1/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Nominate teacher representatives for Induction Council according to Chapter 49*

**Description:**

Department supervisors will nominate and submit teacher candidate list to CSLPT.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Elect Teacher Representatives for Induction Council*

**Description:**

Induction Coordinator in conjunction with CSLPT will email peer election ballot (Survey Monkey), directions and voting date(s).

**Start Date:** 7/15/2013    **End Date:** 12/31/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Nominate Educational Representatives for Induction Council*

**Description:**

Department Supervisors will nominate and submit educational candidate list to CSLPT.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Nominate Administrative Representative for Induction Council*

**Description:**

Senior Administrative team will nominate and submit administrative candidate to CSLPT.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Elect Administrative Representative for Induction Council*

**Description:**

CEO will select administrative representative.

**Start Date:** 7/15/2014    **End Date:** 7/31/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Create Survey for Supervisors*

**Description:**

Create survey to identify current induction programs occurring in all departments.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Distribute Survey to Supervisors*

**Description:**

Supervisors complete survey to gather information to existing induction programs.

**Start Date:** 7/15/2014    **End Date:** 7/31/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Evaluate Survey Results*

**Description:**

Categorize activities into groups: induction training, mentorship, induction ceremonies, applying for certification.

**Start Date:** 8/1/2014    **End Date:** 8/29/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Clarify and Check for Understanding*

**Description:**

Meet with departments to aid in classification and identification of induction program.

**Start Date:** 8/1/2014    **End Date:** 8/29/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Cost Analysis of Existing Programs*

**Description:**

Identify costs associated with each program listed in the evaluation report.

**Start Date:** 8/1/2014    **End Date:** 8/29/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Evaluation of Student Achievement Data Related to Induction*

**Description:**

Evaluate data to see if induction programs are making desired impact on student achievement.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Identify Groups of Educators Required to Participate in the Induction Program*

**Description:**

Induction Coordinator and Induction Council collaborate with Human Resources to identify first year teachers, educational specialists and any other educator who did not complete Induction.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):****Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

*Identify Goals and Competencies for the Induction Program***Description:**

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. Individual goals will include the following:

- To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching.
- To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.

The competencies will include working knowledge of the Standards Aligned System and how to use the resources of PDE's SAS portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments and support struggling students. The plans will be aligned to PA Cyber's goals, students' needs and include induction activities that focus on teaching diverse learners in least restrictive environments.

**Start Date:** 7/1/2014    **End Date:** 7/31/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Identify How Needs of Inductees Will Be Addressed*

**Description:**

Induction coordinator will collaborate with various departments to identify the needs of the respective inductees.

**Start Date:** 7/1/2014    **End Date:** 7/31/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Create Induction Timeline*

**Description:**

Coordinator/Council will create a timeline to include activities and topics to be addressed.

**Start Date:** 7/1/2014    **End Date:** 7/31/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *List of Goals and Competencies*

**Description:**

A list of goals and competencies for the induction program must be included in the Induction Plan

**Start Date:** 8/1/2014    **End Date:** 8/29/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Educator Induction Needs Assessment*

**Description:**

Review multiple information sources. Needs Assessment data will be collected using valid indicators of student knowledge and skills such as:

- PSSA/Keystone exam data
- Classroom diagnostic tools ("Let's Go Learn).
- PVAAS
- eMetric
- Any other type of standardized benchmark or locally developed assessment

**Start Date:** 8/1/2014    **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Mentor Selection Process*

**Description:**

A description of how the mentors were selected must be included in the Induction Plan.

**Start Date:** 8/1/2014    **End Date:** 8/29/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Code of Professional Conduct for Educators*

**Description:**

Inductees will be informed of the code and given a copy.

**Start Date:** 8/1/2014    **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Orientation*

**Description:**

Inductees will be oriented to the community, school policies and procedures, resources and curriculum and the induction program itself.

**Start Date:** 8/13/2014    **End Date:** 8/14/2014

**Program Area(s):**

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

## *Planning and Preparation*

### **Description:**

Include selection of standards-based lesson goals and designing effective instruction and assessment in accordance with the Components of the Danielson Framework.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

### **Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

## *Classroom Environment*

### **Description:**

Include establishing a culture for learning and appropriate classroom management techniques that maximize instructional time in accordance with the Components of the Danielson Framework.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

### **Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

## *Instruction*

### **Description:**

Includes the use of research based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs in accordance with the Components of the Danielson Framework.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Student Assessment*

**Description:**

Inductees will learn various student assessment strategies PA Cbyer administers to it's students (formative, summative, benchmark).

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Working with Students, Parents and the Community*

**Description:**

Inductees will be taught effective communication strategies to help build professional relationships with their families.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

*Professional Responsibilities***Description:**

Includes using systems for managing student data and communicating with student families in accordance to the Components of the Danielson Framework.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):****Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

*Create Description of Mentor Program***Description:**

Induction team will create description of the Mentor Program. Proposed criteris are:

- Similar certification and assignment
- Outstanding work performance
- Models continuous learning and reflection.
- Knowledge of district/school policies, procedures and resources
- Ability to work with student and other adults
- Willingness to accept additional responsibility
- Mentor training or previous experience
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use and application of the Standards Aligned System
- Understanding the Levels of Blooms Taxonomy and Webb's Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open ended questions and utilizing open ended tasks.

- Differentiated learning that supports higher order thinking skills and development of metacognitive skills.
- Developing good assessments that are based on standards and eligible content.
- Data analysis training (PVAAS)
- Ability to write Student Learning Objectives in accordance with Act 82 of 2012

**Start Date:** 7/1/2014    **End Date:** 7/31/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Develop Mentor Program Training*

**Description:**

Mentors provide the following types of support to inductees:

Instructional support such as:

- Classroom management
- Standards-based instructional planning and implementation
- Standards-aligned teaching strategies
- Differentiated instruction and supports for struggling students
- Observations and conferencing with the beginning teacher
- Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs
- Data-informed decision making

Professional support such as:

- Information about school policies and procedures
- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Act 82 of 2012
- Information about quality professional development opportunities

Personal support such as:

- Introductions to other faculty and administrators
- Personal encouragement within the context of a confidential relationship

- Liaison to referral to other key people and resources

**Start Date:** 7/1/2014    **End Date:** 7/31/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Create Mentor Application*

**Description:**

Mentor Application will be available through SharePoint.

**Start Date:** 7/1/2014    **End Date:** 7/31/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Mentor Program Staff Awareness*

**Description:**

Present the staff with the responsibilities and application process for participation in the mentor program.

**Start Date:** 7/1/2014    **End Date:** 7/31/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

*Select Mentors***Description:**

Induction Coordinator and Council will select most qualified mentors according to how well they meet the Mentor Guidelines

**Start Date:** 7/1/2014    **End Date:** 8/15/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

*Match Inductee to Mentor***Description:**

Induction coordinator will match Mentors to new Inductees based on similar certification and assignment.

**Start Date:** 8/11/2014    **End Date:** 8/15/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Notify Mentors and Inductees of Placement*

**Description:**

Induction Coordinator will notify new members of their mentor/inductee placement

**Start Date:** 8/18/2014    **End Date:** 8/19/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Mentor Training*

**Description:**

New mentors will gain the knowledge and skills required to provide instructional, professional, and personal support to inductees.

**Start Date:** 8/19/2014    **End Date:** 8/22/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Create Schedule of Mentor to Mentor Review*

**Description:**

Mentors should have the opportunity to meet with other mentors to discuss mentoring issues and receive additional training.

**Start Date:** 8/25/2014    **End Date:** 8/26/2014

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

*Annual Evaluation*

**Description:**

Induction Program will be evaluated at least annually and revised as needed.

**Start Date:** 7/1/2014      **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

*Induction Verification*

**Description:**

CEO verifies successful completion of induction program on application for Level II certification

**Start Date:** 6/8/2015      **End Date:** 6/9/2015

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Maintain Accurate Records*

**Description:**

PA Cyber will maintain accurate records of completion of the program and give a copy of letter of completion to the inductee.

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):** Teacher Induction

**Supported Strategies:**

- All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.

### *Appoint Professional Development Coordinator*

**Description:**

Director of Staff Development and Certification will be appointed as Professional Development Coordinator.

**Start Date:** 7/1/2014    **End Date:** 7/2/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

### *Nominate teacher representatives for Professional Education Plan Committee according to Chapter 49*

**Description:**

Department supervisors will nominate and submit teacher candidate list to CSLPT.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Elect Teacher Representatives for Professional Development Planning Committee.*

**Description:**

Professional Development Coordinator in conjunction with CSLPT will email peer election ballot (Survey Monkey), directions, and voting date(s).

**Start Date:** 7/15/2014    **End Date:** 7/31/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Nominate Educational Representatives for Professional Education Plan Committee According to Chapter 49*

**Description:**

Department supervisors will nominate and submit educational candidate list to CSLPT.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Nominate Administrative Representatives for Professional Development Plan Committee According to Chapter 49.*

**Description:**

Senior Administrative team will nominate and submit administrative candidate list to CSLPT.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Elect Administrative Representatives for Professional Development Plan Committee.*

**Description:**

CEO will select administrative representative.

**Start Date:** 7/15/2014    **End Date:** 7/31/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Select Parent Representatives for Professional Educator Plan Committee according to Chapter 49.*

**Description:**

Instructional Supervisors will nominate parents and submit list to CSLPT.

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Elect Parent Representatives for Professional Development Plan Committee.*

**Description:**

CSLPT will select parent committee representatives and appointed by PA Cyber Board of Trustees

**Start Date:** 7/15/2014    **End Date:** 7/31/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Select Local Business Representatives for Professional Development Plan Committee According to Chapter 49*

**Description:**

Local business representatives will be nominated by CSLPT and appointed by PA Cyber Board of Trustee

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Select other Individuals Representing the Community for Professional Education Plan Committee According to Chapter 49.*

**Description:**

Other individuals representing the community will be nominated by CSLPT and appointed by PA Cyber Board of Trustee

**Start Date:** 7/1/2014    **End Date:** 7/15/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

### *Create Survey for Supervisors*

**Description:**

Collect current professional development activities occurring in all departments.

**Start Date:** 7/1/2014      **End Date:** 7/15/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

### *Distribute Survey to Supervisors*

**Description:**

Supervisors complete survey to gather information related to existing professional development program(s).

**Start Date:** 7/15/2014      **End Date:** 7/31/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

### *Evaluate Survey Results*

**Description:**

Categorize activities into groups: in-service activities, conferences, tuition reimbursement, school of technology, other related professional education initiatives

**Start Date:** 8/1/2014    **End Date:** 8/29/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

### *Clarify and Check for Understanding*

**Description:**

Meet with departments to aid in classification and identification of professional development activities

**Start Date:** 8/1/2014    **End Date:** 8/29/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

### *Evaluation of Student Achievement Data Related to Professional Development Activities.*

**Description:**

Evaluate data to see if professional development activities are making the desired impact

**Start Date:** 7/1/2014    **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Establish Professional Education Committee Annual Review and Revision Session(s) Meeting Schedule.*

**Description:**

Professional Education Plans must be reviewed annually and revised as needed. Review session(s) should take place at end of school year.

**Start Date:** 7/15/2014    **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Evaluation of Goals*

**Description:**

Annual review session(s) will include evaluation of goals.

**Start Date:** 7/15/2014    **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Evaluation of Activities*

**Description:**

Annual Review Sessions will include the evaluation of activities

**Start Date:** 7/15/2014    **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

*Evaluation of Delivery System*

**Description:**

Annual Review Session(s) will include evaluation of the delivery system.

**Start Date:** 7/15/2014    **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

### *Evaluation of Attainment of the Competencies for Each Activity*

**Description:**

Annual Review Session(s) will include evaluation of attainment of the competencies for each professional development activity.

**Start Date:** 7/15/2014    **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<p><b>#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.</b></p>	<p><b>Strategy #1: All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.</b></p>
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Start	End	Title				Description		
7/1/2014	6/30/2016	Evaluation of Student Achievement Data Related to Induction				Evaluate data to see if induction programs are making desired impact on student achievement.		
		<b>Person Responsible</b> Induction Coordinator	<b>SH</b> 2.0	<b>S</b> 6	<b>EP</b> 12	<b>Provider</b> PA Cyber	<b>Type</b> School Entity	<b>App.</b> No

- Knowledge**

Provide valuable information about PA Cyber's performance on the Pennsylvania System of School Assessment, including the alternate and modified assessments. Pennsylvania Value-Added Assessment System analysis will give five reports that offer valuable information about student growth. Show the achievement of students overall and the progress that disaggregated groups are making in closing achievement gaps.
- Supportive Research**

Recognize PA Cyber's strengths.. Identify which programs and services have the greatest potential for growth based on current data. Create a baseline on student skills and stakeholders' attitudes and beliefs. Provide an accurate picture of current PA Cyber processes and programs. Guide actions taken to change outcomes. Allow PA Cyber staff to measure progress over time.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Training Format**

- Series of Workshops
- Live Webinar
- Online-Synchronous

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<b>Participant Roles</b>	Classroom teachers School counselors Paraprofessional Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>
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<b>LEA Goals Addressed:</b>	<p><b>#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.</b></p>	<p><b>Strategy #1: All teachers and administrators new to the school complete required induction and mentoring programs based upon specific goals, objectives and competencies.</b></p>
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Start	End	Title	Description	Type	App.
8/19/2014	8/22/2014	Mentor Training	New mentors will gain the knowledge and skills required to provide instructional, professional, and personal support to inductees.	School Entity	Yes
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>
	Induction Coordinator	4.0	2	20	PA Cyber

**Knowledge**

1. Model continuous learning and reflection
2. Aware of PA Cyber policies, procedures and resources
3. Utilize the SAS framework, along with student performance data (PVAAS), to improve student achievement and enhance instructional practices
4. Understand levels of Webb's Depth of Knowledge
5. Familiar with PA Core Standards
6. Develop good assessments that are based on standards and eligible content
7. Utilize Curriculum Framework to identify Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary
8. Ability to write Student Learning Objectives in accordance with Act 82 of 2012
9. Define four domains of PA Teacher Framework (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility)
10. Identify learning progressions and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12
11. Promote active student engagement in a safe and positive learning environment

**Supportive  
Research**

- PA Framework for Teaching – Educator Effectiveness
- PVAAS
- Webb's Depth of Knowledge

- SAS - Student Learning Objectives
- PA Core Standards as adapted from Common Core
- Learning Forward's Standard's for Professional Learning

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

### Training Format

Department Focused Presentation  
 Online-Synchronous  
 Online-Asynchronous

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<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

<b>LEA Goals Addressed:</b>	<p><b>#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within</b></p>	<p><b>Strategy #1: In order to further PA Cyber's professional education goals and comply with the law, all Act 48 professional development will be aligned to the specific needs of the students who our educators are serving.</b></p>
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**the school.**

<b>Start</b>	<b>End</b>	<b>Title</b>				<b>Description</b>		
7/1/2014	6/30/2016	Evaluation of Student Achievement Data Related to Professional Development Activities.				Evaluate data to see if professional development activities are making the desired impact		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Professional Development Coordinator	4.0	6	30	PA Cyber (Student Achievement Department)	School Entity	No

**Knowledge** Show the achievement of students overall and the progress that disaggregated groups are making in closing the achievement gaps. Gain understanding of valuable information about PA Cyber's performance on state assessments. Various reports which offer valuable information about student growth.

**Supportive Research** Collecting and using information about PA Cyber encourages data driven decision making. The data will reveal PA Cyber's strengths and weaknesses. Also, which programs and services have the greatest potential for growth based on current data. Gathering data from various sources can; create a baseline on student skills and stakeholders' attitudes and beliefs, provide an accurate picture of current Pa Cyber process and programs, guide actions taken to change outcomes and allow charter school staff to measure progress over time.

**Designed to Accomplish**

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

- Series of Workshops
- Live Webinar
- Online-Synchronous
- Online-Asynchronous

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Journaling and reflecting	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey
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# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Pennsylvania Cyber CS has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Pennsylvania Cyber CS for the 2014-2017 school-year.

*No signature has been provided*

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*Superintendent/Chief Administrator*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*



The Pennsylvania Cyber Charter School

# Professional Development Handbook

2014 – 2015



About

# PA Cyber

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

**Non-Discrimination Statement – Students:** The Pennsylvania Cyber Charter School ("PA Cyber" or "the School") does not discriminate against protected students as defined by applicable federal, Pennsylvania state or local laws, including but not limited to the Pennsylvania Human Relations Act, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973. PA Cyber is an equal opportunity educational institution and does not discriminate unlawfully in its educational programs, policies, activities or admissions practices on the basis of sex, race, color, national origin, religion, age, disability, genetic information or any other classification protected by applicable federal, state or local laws.



# Table of Contents

Overview of Act 48 of 1999	2
Requirements Under Act 48	5
PA Cyber Sponsored Act 48	9
External Act 48 Opportunities	11
Monitoring and Evaluation	14
Addendum 1: Professional Development Survey for Educators	15

## Our Mission

The Pennsylvania Cyber Charter School is dedicated to the success of all students who have not had their needs met in a traditional educational setting. PA Cyber is dedicated to providing the services and educational programs using current technology necessary for these students to receive a high school diploma as well as to give them the opportunity to grow beyond the normal curriculum and confines of a traditional school setting. PA Cyber is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. It is our desire that PA Cyber students graduate and successfully procure satisfying employment or further their education to become independent, responsible citizens.

## Our Vision

The Pennsylvania Cyber Charter School will be dedicated to providing student-centered service in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. As the leader of cyber education in Pennsylvania, PA Cyber will continue to develop best practices and will be a model of academic excellence.

## Core Values – “Is–Pie”

Integrity  
Service  
Professionalism  
Integrity  
Excellence

# Overview of Act 48 of 1999

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## Introduction to Act 48 of 1999

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Beginning July 1, 2000, Act 48 of 1999 required persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates in active status. Affected by this are those educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates. The goal of professional education is to improve accountability and quality in professional development. PDE strives to establish expectations that include work-embedded experiences with depth and continuity consistent with the Standards Aligned System. Certain school and system leaders serving under administrative certificates are affected differently, since they must comply with Act 45 of 2007.

Ensuring that all Pennsylvania children receive the high-quality education that they deserve requires an effective teacher in every classroom and school and district leadership that is focused on raising achievement. The Commonwealth's educators – from the classroom teacher to the district superintendent – are the most important components of Pennsylvania's strategy for educational success.

As professionals in an ever-changing knowledge-based society, the state's educators are required to continuously upgrade their skill-set – just as it is an expectation for lawyers and doctors. Pennsylvania's professional development law, known as Act 48 of 1999, describes the requirements that apply to all certified educational professionals.

The professional education plan of each school entity shall be designed to meet the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional development must be based on sound research and promising practices, and it must be part of an approved plan for building educators' skills over the long term.

## Definitions and Ground Rules

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- Meeting the Act 48 180-hour requirement every five years with acceptable professional education courses or activities in one or a combination of the certificated specialty areas will maintain the educator's active status.
- Active and inactive status relates to an educator's compliance with the continuing education requirements of Act 48. If the educator is in compliance with the continuing education requirements, they maintain an active status. If they are not in compliance with the continuing education requirements, they possess an inactive status. Active and Inactive only relate to continuing education compliance status. Valid and invalid status relates to the educator's actual teaching certificate. Pursuant to regulation, validity relates to an educator meeting the regulatory requirements for conversion from level I to level II. However, more broadly, the Department uses these terms to signify that the educator possess a legitimate certificate that permits the educator to teach in PA. Educators cannot teach in the Commonwealth on an invalid certificate, whether it is invalid for failure to convert to level II or because it has been revoked, suspended or surrendered.
- There is no provision in Act 48 to carry credits over into the next compliance period. If an educator exceeds the 180 hour requirement, the excess hours or credit-equated hours will be attributed to that five-year period and not to the succeeding five-year period.
- If a certificate holder does not complete the requirements of Act 48, the certificate(s) will become inactive after the five-year compliance period and the holder will be disqualified from being employed by a Pennsylvania public school (including charter schools) entity as a professional or temporary professional employee until all Act 48 requirements have been met. Once an educator with an inactive certification has met the Act 48 requirements (i.e. the equivalent of 180 hours of continuing professional education or six collegiate credits) for the original Act 48 five-year period, the Teacher Certification System will automatically return that certificate to active status and will assign a new five-year compliance period.
- There is a provision in Act 48 for granting an extension of the five-year period due to extenuating circumstances. Extenuating circumstances may include active military duty, a medical disability, financial hardship or others mentioned in the form titled Request for Extension-Extenuating Circumstances: Act 48. This form can be found on PDE's website at: [www.education.state.pa.us](http://www.education.state.pa.us), keywords Extension-Extenuating Circumstances. Note: Currently an extension is not available due to the two-year moratorium on Act 48 requirements.

- Act 48 provides for an educator’s right to appeal a notice of inactive certification and/or a rejection of an Act 48 extension request. The form titled Request for Appeal: Act 48 can be used to appeal the inactive status designation. This form can be found on PDE’s website at: [www.education.state.pa.us](http://www.education.state.pa.us), keywords Request for Appeal.

**It is the responsibility of the educator to monitor their record of credits or hours on the PERMS website during the five-year period. It is also their responsibility to contact the Act 48 provider to correct any discrepancies in credits or hours reported.**

## Rationale for Professional Development Plan

The Pennsylvania Cyber Charter School understands the need for a high quality professional development program. PA Cyber recognizes and complies with Pennsylvania’s Professional Development Law, known as Act 48 of 1999. In order to further our educational goals and comply with the law, all Act 48 Professional Development at PA Cyber will be aligned to the specific needs of the students whom our educators are serving. Professional Development will be based on sound research and promising practices (aligned to Danielson Framework for Teaching). As a result, the Second Goal in the Comprehensive Planning Tool lists specific Action Steps detailing the creation and implementation of a comprehensive professional development plan to assure all characteristics above are implemented.

## PA Cyber Professional Development Council

Name	Category (Job Title)	Selected By
Sean Wisniewski	Professional Development Coordinator / Director of Staff Development and Certification	Hired by Senior Administration
Aaron Bovalino	Senior Administrator	Appointed by C.E.O.
Chad Francis	Academy Director	Selected by Administrative Representatives
Rebekah Chrisman	Academy Director	Selected by Administrative Representatives
Alesha Yaria	Guidance Counselor	Selected by Educational Specialists
Dana Marquis	School Nurse	Selected by Educational Specialists
Erin Butler	Secondary Educ. Virtual Classroom Teacher	Selected by Teachers
Beth Narad	Elementary Educ. Virtual Classroom Teacher	Selected by Teachers
Micaela Braun	Elementary Teaching Facilitator	Selected by Teachers
Nicole Blanchard	Regular Educ. Instructional Supervisor	Selected by Teachers
Jennifer Blum	Regular Educ. Instructional Supervisor	Selected by Teachers
Jesse Light	Regular Educ. Instructional Supervisor	Selected by Teachers
Amanda Springer	Special Educ. Instructional Supervisor	Selected by Teachers
Patricia Fawcett	Parent Representative	Selected by Administrative Representatives
Fran Komara	Community Representative	Selected by Administrative Representatives
Nichole Lefebvre	Staff Development and Certification Assistant	Hired by Director of Staff Development

# Requirements Under Act 48

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## Introduction

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Educators must earn six credits of collegiate study; or six credits of PDE-approved continuing professional education courses; or 180 hours of continuing professional education programs, activities or learning experiences; or any combination of the above every five years to maintain active certification status.

The five-year period begins on the effective date of issuance of the educator's initial Instructional I certificate. The requirements will be renewed at the end of each five-year period. Each individual's assigned five-year period is based on the date of issuance of his/her Instructional I certificate, or the date of implementation of Act 48 on July 1, 2000, whichever is later. Five-year period beginning dates can change, depending on whether an extension was granted, or if a five-year period was completed after the deadline, in which case a new five-year period is assigned beginning the day after the previous five-year period was completed.

At least 12 months prior to the end of the five-year period, PDE will notify both the educator and the public school entity regarding the continuing education status and remaining credit hours, if any, which need to be completed. An additional notification of certification status will be sent at the end of the five-year period, therefore it is important that PDE has a current address for each educator.

## Teachers (Regular & Special Education)

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### Content Area

All early childhood, elementary and secondary educators will be expected to participate in content-specific professional development within their area of certification or assigned work over the course of the Professional Education Plan. All teachers certified in Special Education are encouraged to obtain at least half of their required hours for Act 48 in one or more academic content areas.

#### *Examples of Acceptable Activities:*

- Building knowledge of literacy, mathematics and science-specific content
- Building knowledge of specific content in other areas covered by the Pennsylvania academic standards, for teachers who are assigned to those areas
- Curriculum development aligned with Pennsylvania standards
- Data analysis training (all aspects of assessment and evaluation)

#### *Examples of Unacceptable Activities:*

- Courses taken outside of an area of certification or work assignment, except for school administration
- Any courses/programs for personal growth or an alternative career
- Repeat of awareness-level introductory courses, e.g., Introduction to Computers
- Teacher/parent student conferences, grade book analysis, and preparation of report cards
- Repeating a course or program unless it has significantly changed its focus or approach

### Teaching Practices

All early childhood, elementary and secondary educators will be expected to participate in professional development activities that advance high-quality classroom instruction over the course of the Professional Education Plan.

#### *Examples of Acceptable Activities:*

- Training in assessing students and analyzing student data to implement effective change in instruction
- Observing exemplary school and classroom practices and collaboratively designing instructional strategies based on analysis of the observed experience
- Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas
- Acquiring technology skills and designing strategies to integrate technology into the instructional setting
- Creating shared lessons that help students learn specific skills that assessments identify as weak or lacking
- Acquisition of secondary strategies to increase student engagement and personalize learning
- Training in how to create safe and welcoming learning environments

- Improving one’s understanding of the academic, social, emotional and physical needs of the individual learner
- Developing knowledge and skills in how to involve families and other stakeholders in the educational process
- Training in dealing with non-academic issues that may affect learning (grief counseling, intervening in student-on-student harassment, etc.)
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)

*Examples of Unacceptable Activities:*

- Instruction time, serving as a mentor or cooperating teacher
- Attending administrative faculty meetings with superintendent or principal
- Supervision of school field trips
- Tutoring
- Tours of school buildings
- Preparing and presenting college course lessons
- Extra-curricular assignments (coaching or advising of clubs)

## Meeting the Needs of Diverse Learners

All teachers certified in early childhood, elementary or secondary education (including special education) should participate in continued education focused on enhancing their ability to teach diverse learners in inclusive settings – with a focus on students who are below proficient or below grade-level – i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn. An inclusive setting is the placement of students with disabilities and English language learners in a regular classroom setting.

## Administrators

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All Act 48 activities must meet the Pennsylvania Inspired Leadership (PIL) core standards. For more information, please see the PIL’s portion of the PDE website: [http://www.education.state.pa.us/portal/server.pt/community/pa\\_inspired\\_leaders/8922](http://www.education.state.pa.us/portal/server.pt/community/pa_inspired_leaders/8922)

*Examples of Acceptable Activities:*

- Training to facilitate staff analysis of student work
- Training related to strategies, curricula and programs that meet student academic needs
- Effective coaching practices for proven strategies that boost student performance
- Identifying the needs of student subgroups and effective strategies for meeting those needs
- Training to implement state school improvement planning processes
- Collaborative work with parents and community partners to develop collective efforts focused on the achievement rate of student subgroups
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)
- Training on legal issues, governance and Board/Superintendent relationships

*Examples of Unacceptable Activities:*

- IU Superintendent meetings
- Equipment expositions
- Undefined off-site retreats

## Educational Specialists: School Counselors

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All elementary, middle and secondary school counselors will be expected to participate in content-specific professional development applicable to their assigned level of work over the course of the Professional Education Plan. This professional development should include studies to build capacity to address the needs of diverse learners who are below proficient or below grade-level – i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn.

## Professional Development Options Applicable at All Levels (Pre-K – 12)

### *Examples of Acceptable Activities:*

- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students
- Training that provides an understanding of the cultural context of relationships, issues and trends in a multicultural, diverse society
- Study of developmental disorders
- Training to disaggregate data in relation to student achievement
- Working with instructional teams to develop curriculum/lesson plans
- Training that builds capacity to collaborate with teams of teachers, school leadership and parents
- Design and Implementation of a Comprehensive, Data Driven School Counseling Program
- Training in the facilitation and evaluation of advisory programs
- Training that deals with special needs like homelessness, adolescent depression, etc.
- Career development program: planning, organization, implementation, administration and evaluation
- School or district-wide planning and team planning activities (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness) with other professional employees, where those professional employees are receiving Act 48 credit

### *Examples of Unacceptable Activities:*

- Counselor workshops (undefined)
- Sheltered workshop visitation
- District meeting (undefined)
- Sorting PSSA reports
- Hot Topics (undefined)
- Supervision of visits to career sites/colleges
- Career Day monitoring
- Parents Anonymous Meeting
- Community center evening work
- Independent studies abroad (undefined)

## Educational Specialists Other Than School Counselors

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Educational specialists, other than school counselors, must participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve in order to increase the ability of students to succeed academically. Content knowledge for education specialists may include training in how to reduce health problems and prevent health risk behaviors that delay student learning.

### *Examples of Acceptable Activities:*

- Identifying the health and social services needs and assets of students, families, schools and communities by using various types of data
- Training to acquire health risk reduction and prevention strategies
- Study of school-based health programs at state and national levels
- Student Assistance Program training
- Learning how to implement school-wide programs and classroom management strategies designed to improve student conduct
- Studies related to cross-organizational professional development on social and health services issues
- Prevention training on contemporary health issues affecting school age children
- Training for emergency preparedness: CPR/AED training and certification updates
- Professional education programs that grant Continuing Education Units (CEUs) for purpose of licensure.
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)

### *Examples of Unacceptable Activities:*

- Independent studies
- Union related bargaining behavior studies

# PA Cyber Sponsored Professional Development

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## Introduction and Act 48 Submission

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School districts are presumed providers of Act 48 hours for their certified educators by virtue of the continuing professional education plan they must file and have approved by PDE.

If you are attending a PA Cyber event that is offering Act 48 hours, you must complete two necessary forms in order to receive Act 48 hours. First, the educator must complete the sign-in sheet for the event by printing their name and entering their Professional Personnel Identification (PPID) number. Second, at the conclusion of the event, the educator must complete the Professional Development Survey for Educators and School Leaders (Addendum 1).

To view your progress in meeting your Act 48 requirements, go to the PERMS webpage at: <https://www.perms.ed.state.pa.us>. Once there, enter your PPID number in the box provided. Your Act 48 reporting period information will be displayed. The webpage will list your specific five-year period, as well as the continuing education courses that have been credited during the reporting period, as well how many hours you still need to complete to satisfy the current reporting period requirements. If you do not remember your PPID number, you may retrieve your number by following the instructions provided under "Get your Professional Personnel ID."

## School-Wide In-Service Events

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PA Cyber educators will receive Act 48 hours for attending and submitting the necessary paperwork for the following school-wide, in-service days:

- Monday August 18, 2014
- Monday October 13, 2014
- Tuesday November 11, 2014
- Monday March 16, 2015

## Educator Specific Trainings

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Throughout the school year, PA Cyber will communicate and provide various educator specific professional development opportunities. Some examples include:

- Academy/Department Specific Workshops
- Sap Awareness Training
- CPR/First Aid Training
- Act 126 Mandated Reporter Training

## Professional Learning Communities

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During the 2014-2015 school year, PA Cyber will forge learning communities that utilize formative, summative, benchmark and diagnostic student performance data to increase student achievement. Professional Learning Communities are a teacher friendly, systematic process for reviewing and responding to data and cycles of 2-9 weeks. The Data Action Model is a PLC that enables teacher teams to: identify critical gaps in learning and corresponding instructional gaps; collaborate on solutions and develop a goal-driven action plan; and evaluate the plan's effectiveness after implementation and determine the next course of action.

# External Professional Development Opportunities

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## Introduction

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Act 48 approved providers consist of a wide range of organizations, including professional associations, for-profit companies, sole proprietor trainers, nonprofit organizations, state agencies, and the noncredit continuing education offered by colleges and universities. Before enrolling in any noncredit course or activity, educators should ask the provider to substantiate that it has a current Act 48 provider approval from PDE. If the provider does not have current approval, the activities will not count toward completion of Act 48 requirements. Act 48 approved providers are responsible for uploading activity hours for participants directly into PDE's Professional Education Record Management System (PERMS) within 30 days of completion.

Act 48 requires that collegiate courses, continuing professional education courses (offered by intermediate units), and noncredit continuing professional education programs, activities or learning experiences be "related to an area of the professional educator's assignment or certification" (24 PS 12-1205.2(c)). PDE interprets this language as follows:

- a. Courses or noncredit activities in the content area of the educator's certification.
- b. Courses or noncredit activities in instructional methods, pedagogy, strategies/tools for the classroom, classroom management, assessment or evaluation.
- c. Courses or noncredit activities that enable an educator to help students improve their performance in the area of reading/writing/speaking/listening, verbal skills, English or literacy, regardless of the educator's certification.
- d. Courses or noncredit activities that enable an educator to help students improve their performance in the area of mathematics and mathematical reasoning, regardless of the educator's certification.
- e. Courses or noncredit activities in the area of inclusive classrooms, those which:
  - i. Teach educators how to provide effective instruction to students with mild to severe disabilities within a classroom setting;
  - ii. Address research-proven strategies and methods to help special needs learners gain meaningful access to elementary and/or secondary curriculum content;
  - iii. Enable teachers to assess the success of instruction with special learners and improvement of outcomes for all students; or
  - iv. Teach methods of motivation and classroom management in settings with special needs learners.
- f. Courses or noncredit activities in the area of instructional technology that improve the educator's capacity to deliver instruction in a 21st century learning environment through the use of computers, computer software or internet technology.
- g. Courses or noncredit activities in the area student health, interpersonal skills in a school environment, safe and supportive schools, and resiliency.

## Collegiate Studies

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Accredited higher education institutions offer academic courses of collegiate study. Each semester credit is worth 30 Act 48 hours. In-state institutions report completion credits by direct electronic upload to PDE. Educators who complete collegiate study taken at out-of-state institutions must have an official sealed transcript sent to: Act 48 Transcripts, Division of Professional Development and Instruction, Pennsylvania Department of Education, 333 Market Street, 3rd Floor, Harrisburg, PA 17126-0333

## Educational Reimbursement

After six (6) months of full-time employment, all full-time regular employees in good standing (not under a corrective action plan or other disciplinary or performance related sanctions) are eligible for educational reimbursement.

A certified employee will be reimbursed for individual courses that have been pre-approved by his/her supervisor and administrator to be in a field that is directly related to his/her current position or to a position that he/she would qualify to attain within the organization. Reimbursement will be 75% of the course tuition and fees up to a maximum of \$2440 per year. Books, school supplies and late payment fees do not qualify for reimbursement. Tuition reimbursement will be applied towards the fiscal year in which the course is completed.

To qualify for reimbursement, the course must be pre-approved in writing and a course grade of 2.0 or C, or better must be earned. If the grading system is Pass/Fail, then a course grade of Pass must be earned to qualify for tuition reimbursement. After an approved course is completed, an employee must submit the Certified Staff Request for Educational Reimbursement

Form along with a copy of the following documents in order to receive the actual reimbursement: certification of course completion/grade, tuition payment receipt verification and the written approval of his/her supervisor/administrator.

Eligibility for reimbursement of any expense under this policy ceases upon termination or notice of termination of employment. No reimbursements will be made to former employees, to employees who have given notice of termination, or who have been notified that they will be involuntarily terminated. This includes situations in which approval of such reimbursement was previously provided and/or the course was satisfactorily completed prior to the date of termination.

## Continuing Education

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### Standards Aligned System (SAS)

PDE currently provides free online courses for Act 48 hours on the Standards Aligned System (SAS). To access these free courses, go to the SAS portal, [www.pdesas.org](http://www.pdesas.org), and establish a login (free to everyone) by going to, "Registered User?" in the right hand column. Once you've done that, at the top toward the right, click on "Teacher Tools". Once there, click on "PD Center". You'll see the descriptions of the courses and will be able to register for them there.

### Pennsylvania Training and Technical Assistance Network (PaTTAN)

As Pennsylvania's state education agency, PDE provides a variety of teacher institutes for educators, as well as training activities through its Pennsylvania Training and Technical Assistance Network (PaTTAN).

### Conferences/Workshops

PA Cyber encourages all educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, and Letters of Eligibility to attend professional conferences and join professional organizations that build collegial relationships and professional capacity. A preliminary list of conferences and professional communities, approved by PA Cyber, can be viewed on Sharepoint.

Complete and submit the conference request form in Sharepoint (Document Center – Conference Request). Conference requests must be approved by Administration and the CEO. You will be notified if/when the request was approved. Detailed instructions on registration, accommodation, transportation, etc. will be communicated after conference approval.

Presentation Credit:

*It is PDE's policy that a professional educator is entitled to four preparation Act 48 hours for every one hour of presentation preparation where the audience will be receiving Act 48 hours. Act 48 hours will not be given for preparation time to professional educators who speak to audiences where Act 48 hours will not be available to the audience. The presentation preparer is eligible for the grant of hours for prep time on a one-time basis per presentation. Remember, Act 48 hours are granted for preparation of the presentation, not for the presentation itself.*

### Intermediate Unit

Intermediate units may grant credit-equated Act 48 hours to any Pennsylvania-certified educator for completion of Continuing Professional Education courses approved by PDE.

**This is not a complete list of external professional development opportunities. As a reminder, before enrolling in any noncredit course or activity, educators should ask the provider to substantiate that it has a current Act 48 provider approval from PDE. If the provider does not have current approval, the activities will not count toward completion of Act 48 requirements.**

# Act 48 & Professional Development Monitoring & Evaluation

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# Procedure for Evaluation and Monitoring

The Professional Development Coordinator will work with the Professional Development Council to assure the Induction program will be evaluated twice annually and revised as needed. The evaluation will include input from all of the participants related to the achievement of the program goals, objectives, and competencies. The Professional Development Council will review the completed Professional Development Surveys for Educators for each professional development event to determine levels of satisfaction and to understand the strengths and weakness of the program.

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of educators form the basis for adjustments and improvements in program design for future years.

## Addendum 1: Professional Development Survey for Educators

**APPENDIX B**  
**PROFESSIONAL DEVELOPMENT SURVEY FOR EDUCATORS**  
**AND SCHOOL LEADERS**  
PDE - 3527 (07/07)

Title of Activity: \_\_\_\_\_

Dates: \_\_\_\_\_

Instructor(s): \_\_\_\_\_

Check one: Educator  School Leader

Please respond to each item by circling the number which best describes your opinion. (5=excellent through 1=poor)

		<u>Excellent</u>		<u>Average</u>		<u>Poor</u>
A.	<u>Participant Satisfaction</u>					
	1. Course/Activity was well organized.	5	4	3	2	1
	2. Course/Activity objectives were clearly stated.	5	4	3	2	1
	3. Course/Activity activities and assignments were relevant to Course/Activity objectives.	5	4	3	2	1
	4. All necessary materials/equipment/resources were provided or made readily available.	5	4	3	2	1
	5. Overall instructor performance.	5	4	3	2	1
		<u>Excellent</u>		<u>Average</u>		<u>Poor</u>
B.	<u>Impact on Professional Practice</u>					
	1. This activity enhanced the educator's/ school leader's content knowledge in the area of certification assignment.	5	4	3	2	1
	2. This activity increased the educator's/ school leader's teaching skills based on research of effective practice.	5	4	3	2	1
	3. This activity provided information on a variety of assessment skills.	5	4	3	2	1
	4. This activity provided skills needed to analyze and use data in decision making for instruction or at all levels of the school system.	5	4	3	2	1
	5. This activity empowered participants to work effectively with parents and community partners to engage others to pursue excellence in learning.	5	4	3	2	1
	6. This activity provided the participants the knowledge and skills to think strategically and understand standards-based school reform.	5	4	3	2	1
	7. This activity enhanced the participants professional growth and deepened your reflection and self assessment of exemplary practices.	5	4	3	2	1
C.						

**Comments**

Please take a few moments to respond to the following questions. Your answers will greatly assist us in determining how to improve in-service course offerings.

1. How did this workshop relate to your job, and in what way(s) has it caused you to review your job or training activities?

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2. What new ideas have you gained and how do you plan to implement these new ideas in your job or training capacity?

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3. What information was of greatest value to you?

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4. What specific suggestions do you have to improve this activity?

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5. Additional Comments

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# Course Catalog

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2014 – 2015



# About PA Cyber

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

**Non-Discrimination Statement – Students:** The Pennsylvania Cyber Charter School ("PA Cyber" or "the School") does not discriminate against protected students as defined by applicable federal, Pennsylvania state or local laws, including but not limited to the Pennsylvania Human Relations Act, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973. PA Cyber is an equal opportunity educational institution and does not discriminate unlawfully in its educational programs, policies, activities or admissions practices on the basis of sex, race, color, national origin, religion, age, disability, genetic information or any other classification protected by applicable federal, state or local laws.



# Table of Contents

<b>School Information</b>	<b>4</b>
Accreditations – Middle States Accreditation; AdvancED; NCAA	4
Curriculum Providers – Lincoln Interactive; Calvert School	5
Pacing; Credit Recovery	5
Instructional Delivery Modes – Virtual Classroom; Blended Classroom	6
Asynchronous Classroom	7
State Testing – PSSA Exams; Keystone Exams	7
<hr/>	
<b>Student Support and Services</b>	<b>8</b>
PA Cyber Offices	8
Student Support	9
Student Services and Activities	12
Middle School Clubs	13
High School Clubs	13
<hr/>	
<b>Grades K-2 Courses</b>	<b>16</b>
Calvert (Kindergarten, First, and Second Grade)	16
Little Lincoln Early Kindergarten	17
Little Lincoln Kindergarten	18
Little Lincoln First Grade	19
Little Lincoln Second Grade	20
<hr/>	
<b>Grades 3-5 Courses</b>	<b>22</b>
Calvert (Third, Fourth, and Fifth Grade)	22
Lincoln Interactive Third Grade	23
Lincoln Interactive Fourth Grade	24
Lincoln Interactive Fifth Grade	24
<hr/>	
<b>Grades 6-8 Courses</b>	<b>27</b>
Lincoln Interactive Sixth Grade	27
Lincoln Interactive Seventh Grade	27
Lincoln Interactive Eighth Grade	29
<hr/>	
<b>Grades K-8 Additional Courses</b>	<b>31</b>
Physical Education and Health	31
Fine Arts	32
Lincoln Explorations	33
Lincoln Discoveries	34
<hr/>	
<b>High School Courses</b>	<b>37</b>
PA Cyber Graduation Requirements	37
School of Engineering Graduation Requirements	37
English Language Arts	38
Mathematics	41
Science	44
Social Studies	48
Fine Arts	53
World Language	55
Physical Education and Health	60
Business Electives	61
Multimedia & Technology Electives	61
General Electives	63
Keystone Courses	64

# School Information

## Accreditations

### Middle States

In the fall of 2011, The Pennsylvania Cyber Charter School was granted prestigious accreditation through the Middle States Association of Colleges and Schools. As an accredited member of the Middle States Association (MSA), the Pennsylvania Cyber Charter School joins an educational network that includes the full spectrum of private and public educational institutions in the United States and major colleges and universities in more than 85 countries around the world.

Earning accreditation from MSA means PA Cyber meets Middle States' 12 accepted standards for schools. These standards address the rigor of academic programs, the processing of academic records, business practices, and long term goals for continued improvement. In order to achieve accreditation, PA Cyber went through an extensive self-evaluation, supported by MSA's professional staff.

Enrolling in a school that has received accreditation is important for a variety of reasons. It ensures that the school has met and will continue to meet strict professional standards to maintain accreditation. Middle States accredited institutions achieve a level of educational quality and effectiveness that meets and goes well beyond the accountability requirements of governing bodies, including state and federal inspection, reporting, and monitoring. Accreditation is especially important when considering high school graduation and college admissions.

### AdvancED

The National Network of Digital Schools (NNDS), the exclusive provider of Lincoln Interactive online curriculum, has received corporate accreditation from AdvancED, a global, non-governmental, voluntary association of schools, learning centers, and corporations in 73 countries. Accreditation is awarded only after a rigorous self-study and onsite evaluation process, which demonstrates a willingness to be held accountable to the educational community and to educational professionals on high quality standards and accountability.

NNDS is honored to have received corporate accreditation for its secondary level courses. NNDS is committed to adhering to AdvancEd's high standards, to seek continuous improvement, and to submit to ongoing external review to ensure NNDS retains this distinction. The AdvancED accreditation provides NNDS with an internationally recognized mark of quality for our organization and demonstrates our commitment to excellence.

### NCAA

Our high school courses have been approved by the NCAA Eligibility Center. This organization establishes academic standards that student athletes must meet in order to compete in intercollegiate athletics.



## Curriculum Providers

### Lincoln Interactive

Lincoln Interactive provides students with an innovative and effective educational experience while utilizing state of the art technology, an interactive and engaging curriculum, and the guidance of highly qualified, licensed instructors.

Employing a unique and consistent design model, each asynchronous Lincoln Interactive course offers students a variety of content supplemented with various activities that include web investigations, podcasts, interactive labs, PowerPoint presentations, videos, songs, and games. Aligned to state and national standards, lessons also contain differentiated instruction through the identification of key concepts, reinforcements, and enrichment activities. Varied and frequent assessments measure students' knowledge and provide students with valuable feedback.

Lincoln Interactive's catalog of courses includes Little Lincoln, Primary, and Secondary courses. Little Lincoln offerings include Early Kindergarten through Second Grade. The Primary offerings include Third Grade through Fifth Grade. Secondary offerings include middle and high school core courses in Math, English, Science, and Social Studies, along with a variety of electives for various grade levels.

Lincoln Interactive, one of the nation's premier online curriculum providers, delivers student-friendly courses that offer a wide range of opportunities for academic mastery, investigation, and interaction.

### Calvert School

Students in Kindergarten through fifth grade may participate in a curricular framework developed by Calvert Educational Services, a division of the Middle States Association of Colleges and School, and the Commission on the International and Transregional Accreditation (CITA). Calvert's comprehensive curriculum uses a blend of traditional textbooks and online learning. The K-5 curriculum is built on a foundation of reading, writing, and arithmetic. This foundation is layered with history, science, music, geography, and the arts to ensure a well-rounded education.

Students are assigned a Pennsylvania certified teacher and their progress is monitored by both the teacher and the student's Academic Advisor. The teacher grades and evaluates the assessments and provides the family

with a holistic, narrative description of the strengths and weaknesses of the student, and suggests additional practice, reinforcement, and activities.

Calvert's teacher-created Lesson Manuals, relevant online resources, and proven educational methodologies combine to create a complete and organized curriculum to guide your student to success.

## Pacing

The Pennsylvania Cyber Charter School has a course pacing policy in place that will help our students reach their educational goals. In addition to providing accountability, pacing ensures that our students are attaining various Pennsylvania educational standards. PA Cyber is dedicated to providing an innovative, individualized education to our students, and we will continue to offer the highest level of service, support, and flexibility.

Pacing requirements for our various curriculum offerings:

- Students will be given 10 months (300 days including weekends) to complete a full-year course or 1.0 credit course.
- Students will be given 5 months (150 days including weekends) to complete a .5 credit course (excluding Credit Recovery courses).
- Students will be given 2 ½ months (75 days including weekends) to complete a .25 credit course.
- Students will be given 1 ½ months (45 days including weekends) to complete a .5 credit Credit Recovery course.

**All GIEP, IEP, and 504 Plans will be honored.**

## Credit Recovery

To help high school students meet Pennsylvania's graduation requirements, The Pennsylvania Cyber Charter School has implemented Credit Recovery for qualifying students. Our Credit Recovery courses utilize the Lincoln Interactive curriculum to provide students engaging content with supplemental activities including podcasts, videos, games, and interactive labs. The curriculum uses a consistent design model that incorporates differentiated instruction. Reinforcement and enrichment activities, along with practice assignments and problems are included throughout each course to help ensure students grasp the concepts needed to succeed.

Please contact your Academic Advisor for a complete list of available Credit Recovery courses, and to see if you qualify for this service.



## Instructional Delivery Modes

### Virtual Classroom (VC)

The Pennsylvania Cyber Charter School offers students a unique instructional setting by conducting real-time classes with Pennsylvania certified teachers through our Virtual Classroom (VC). The Virtual Classroom is powered by our new Learning Management system, BrainHoney, and our synchronous delivery system, Blackboard Collaborate.

Virtual classes are available to students in grade 2 -12. Virtual Classroom courses are based on the Lincoln Interactive curriculum, and students earn credit when they successfully complete the year-long course. The Virtual Classroom follows a traditional school year calendar, typically beginning in September and ending in June.

Virtual Classroom students have the opportunity to interact with their teachers and classmates each day. All core subject area courses meet five days per week, while elective courses meet on Monday, Wednesday, and Friday or Tuesday and Thursday. The scheduling of VC courses is flexible; however, students are required to attend. Together with your Academic Advisor, families can choose from a variety of times for each class in order to meet each student's need.

Students in grades 2-4 will be scheduled with the same teacher for all core subjects and would meet in class each day for a given time period. Students in grades 5-12 will have one teacher for each course. Daily lessons include discussions, video, and other activities.

Homework will be assigned daily to reinforce the concepts presented in class. All Virtual Classroom courses are recorded and archived so students can review sessions as needed.

The Virtual Classroom offers students variety, innovative technology, teacher support and guidance, and the opportunity to succeed.

### Blended Classroom (BC)

The Pennsylvania Cyber Charter School is excited to introduce the newest instructional method to our students. The Blended Classroom (BC) combines the best of the asynchronous, self-paced setting with the addition of a live classroom experience one day per week. Blended Classroom courses are taught by Pennsylvania certified teachers. Attendance in the live component will be based on student need. The Blended Classroom is powered by our new Learning Management system, BrainHoney, and our synchronous delivery system, Blackboard Collaborate.

The Blended Classroom is an option for students in grades K-12. In grades K-4, students selecting either the Calvert or Lincoln Interactive curriculum will be scheduled in a live class session once a week for all subjects. These class sessions will contain video clips, discussion, and other activities to help reinforce the content presented in the asynchronous material. In grades 5-12, all core content area courses, including Language Arts, Math, Science, and Social Studies will be offered in the Blended Classroom. Students will be required to maintain a steady pace in their asynchronous work, and may be required to attend the once weekly live classroom meeting.

The Blended Classroom offers the flexibility of a self-paced course with the live teacher support that will help all students be successful.



## Asynchronous Classroom (AC)

The Asynchronous Classroom (AC) is available for our elective and enrichment courses. Asynchronous classes can be completed at any time and do not require a live component, providing students with the flexibility to complete schoolwork when it is convenient for them.

In this setting, students log in to the BrainHoney Learning Management System, and complete the work as posted in the course. Course components include readings, videos, games, discussion board threads, and a variety of assessments. A Pennsylvania certified teacher is available to assist students and to provide feedback as they work in the class.

## State Testing

### PSSA Exams

The Pennsylvania System of State Assessment, or PSSA, is a measure of student proficiency in reading, writing, mathematics, and science according to the Pennsylvania Core Standards. PSSA results allow PA Cyber teachers and administrators to assess student learning and achievement each year, and provide a snapshot of the each student's abilities. Students in grades 3-8 are required to take the Math and English Language Arts PSSA exam. In grades 4 and 8, students will also be required to take the Science PSSA exam.

Tests are given in the spring, and Academic Advisors will make arrangements with each family to coordinate testing days, times, and locations.

## Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess student proficiency in Algebra I, Biology, and English Literature. These exams are a component of Pennsylvania's system of high school graduation requirements. PA Cyber will provide two testing windows for students. The first testing window will take place in December, and the second testing window will take place in May. As students complete courses associated with Keystone Exams, Academic Advisors will make testing arrangements and notify the student of the date, time, and location of each Keystone Exam.

Beginning with the 2013-2014 cohort, students not scoring proficient or higher on a specific Keystone Exam, will be enrolled in a Keystone I course that is designed to help students understand, practice, and master the concepts tested. After completing the required course, the student will be scheduled to retest during the next available testing window. If the student fails to score proficient or higher on their second attempt, he or she will be enrolled in a Keystone II course. The Keystone II course emphasizes test taking skills, provides a review of the content, and offers interaction with a live instructor. After completion of the Keystone II course, a project-based assessment will be administered as a final attempt to achieve proficiency.

Specific details about the Keystone Exams and testing requirements will be shared with parents and students through the year from PA Cyber Administrators and Academic Advisors.

# Student Support & Services

## PA Cyber Offices

In addition to the home office in Midland, the Pennsylvania Cyber Charter School has established eight office locations across the state to enhance the relationships between our school and the families we serve.

At each office, students can participate in a variety of activities including, *ArtReach*, GATE/STAR enrichment, academic support, Family Link activities, guidance workshops, orientations, as well as social enrichment opportunities.

PA Cyber offices also provide information and assistance to families during the enrollment process. Both before and after enrollment, parents and students can visit one of our office locations to view demonstrations of our instructional programs and ask questions of qualified staff members.

For a complete list of activities and services offered at your nearest PA Cyber office, please contact your Academic Advisor.

### Allentown

974 Marcon Blvd, Suite 200  
Allentown, PA 18109

### East Liberty

216 North Highland Avenue  
Pittsburgh, PA 15206

### Erie

2212 West 15th Street  
Erie, PA 15405

### Greensburg

351 Harvey Avenue  
Greensburg, PA 15601

### Harrisburg

479 Port View Drive, Building C-38  
Harrisburg, PA 17111

### Philadelphia

1553 Chester Pike, Suite 103  
Crum Lynne, PA 19022

### State College

2903 Benner Pike  
Bellefonte, PA 16823

### Wexford

155 Lake Drive  
Wexford, PA 15090

**North East PA Location Coming Soon!**

# Student Support

## Guidance

The Guidance Department at the Pennsylvania Cyber Charter School believes individuals possess the power to control the quality, growth, and satisfaction in their lives. Our counselors fulfill a vital role in helping students meet their personal, social, educational, and career needs. Guidance counselors at PA Cyber offer a variety of support services to our students ranging from career and post-secondary preparation to personal, social, and emotional assistance; academic support; and staff assistant services. Counselors at PA Cyber also orchestrate the Pennsylvania standardized testing process and closely collaborate with school personnel, programs, and community resources to remove barriers to learning. While our delivery method is different than most in the helping profession, students' needs continue to be assessed and evaluated so that we may provide the most student-based programs possible. It is our goal that all students will be empowered to create a quality life as they acquire knowledge and learn responsible behaviors.

## Student Assistance Program

The Student Assistance Program (SAP) is designed to assist school personnel in identifying issues that could pose a barrier to a student's success. Some of these issues include, but are not limited to, social and family problems, alcohol, tobacco, other drugs, and mental health concerns. The professionally trained SAP team members use school resources to remove barriers to learning. When the identified problem lies outside the scope of school resources, a team member may refer that student for a screening or an assessment for treatment in a location that serves their community.

## Response to Instruction and Intervention

Response to Instruction and Intervention (RtII) is a three-tiered prevention strategy to enable early identification and support for students at academic or behavioral risk. RtII allows PA Cyber educators to identify and address difficulties prior to student failure. Careful monitoring, communication with parents and students, and the use of various programs can help students attain academic success.

## Let's Go Learn

Let's Go Learn provides benchmark assessments in mathematics and reading that help provide information about each student's strengths and weaknesses. Twice a year, students in grades 3-11 will take Let's Go Learn assessments. Students in grades K-2 will take the assessment three times per year. For reading, all students will take the DORA (Diagnostic Online Reading Assessment). Students will be assessed across multiple areas, and will profile each student's reading abilities.

For mathematics, students in grades K-7 will take the ADAM (Adaptive Diagnostic Assessment of Mathematics), and students in grades 8-10 will take the DOMA (Diagnostic Online Math Assessment). Students are assessed on multiple mathematical concepts, and each student's mathematical abilities are identified.

Upon completion, parents will receive their student's results. Scores are used to adjust instruction to each student's needs.

## Study Island

Study Island engages students in grades 3-12 in online interactive games in order to prepare for the PSSA and Keystone Exams. Ahead of state testing, students are expected to complete all topics in all subject areas for their grade level. The variety of activities, including games, flash cards, and videos, reinforce the Pennsylvania Assessment Anchors for success on the PSSA or Keystone Exam.



### **First in Math**

First in Math engages students in grades K-8 with educational games to help develop basic grade level math skills by increasing their response time and accuracy. Students are motivated by earning incentive stickers upon completing each skill set. By building time in your child's school day, First in Math will make an impact a child's daily math work.

### **netTrekker**

An educational search engine that brings the best of the web to K-12 students, netTrekker connects you to more than 400,000 hand-selected, educator-approved sites, including favorites such as BrainPOP and Weekly Reader. netTrekker search results are organized by student's readability level and are aligned to standards so you can feel confident that your student is accessing websites appropriate for their grade level. netTrekker resources are personalized to each learner's interests and are ideal for every student's learning needs with reliable results.

### **Fast ForWord**

Fast ForWord's reading software helps improve K-12 students' reading achievement. Using this support lowers a student's frustration which leads to higher self-esteem while reading. Fast ForWord recognizes how people learn new things and acquire new skills. This technology provides opportunities for critical reading tasks to be practiced at an appropriate frequency and intensity for each individual student. Skill levels continuously adapt to keep the student challenged, but not frustrated. Embedded rewards build as the student progresses, which maximizes the motivation to continue the program.

### **Reading Assistant**

MySciLEARN's™ Reading Assistant provides K-12 students with individualized reading coaching every time they use it. Its patented technology provides real-time corrective feedback via speech recognition, an auto-calculation of how many words they pronounce correct per minute, and frequent check for understanding questions. This helps students self-correct as they read and stay motivated and focused on reading for accuracy and meaning. Parents can review their student's scores and session reports so that they can see their child's results instantly. The reading library offers a variety of selections that will reach many interests and reading levels.

### **Title I Coaching**

Title I coaches provide a bridge for K-12 students who experience gaps in their reading and math development. Students in the program will be assessed by the Title I team which includes certified specialists in the fields of reading and math. The coach and Title I team will develop an individualized



intervention plan that will meet the need of each student, while helping them to realize success. Student progress is measured by Let's Go Learn assessments to ensure the effectiveness of the instruction they receive.

## IMPACT

IMPACT is a peer tutoring program in which a high achieving 10th, 11th, or 12th grade student tutors 3rd, 4th, 5th, or 6th grade students. Each tutor works independently with a student in order to prepare him or her for the Math PSSA exam. Each tutoring session is supervised by an Academic Advisor or Virtual Classroom teacher. Teachers track the student's progress throughout the program and report progress to parents. Peer tutoring not only increases test scores and academic performance, but also helps increase self-esteem and social interaction.

## PA Cyber Library

The PA Cyber library is an online tool that offers assistance to parents and students of all grade levels. The library includes information relevant to our school, in addition to offering research and reading materials. Users can utilize a plethora of support information such as "how to" guides, videos, news articles, and homework help. Newly added this year is our very own digital library which offers downloadable eBooks. Both physical and digital copies of books are available for borrowing. The library also offers access to the educational databases offered in EBSCOhost. Take advantage of this wonderful compilation of media, guidance, and subject materials by visiting the library.

## PA Cyber Video Tutor

The PA Cyber Video Tutor is available to all PA Cyber students who need help learning or reviewing a topic in math or reading. PA Cyber teachers have recorded short mini-lessons on a variety of math and reading topics through all grade levels. These videos can serve as a review before a test, to clarify a concept when confused, or as enrichment to a lesson. These videos can be accessed any time, any day.

## Book It! Reading Program

PA Cyber students in grades K-6 can participate in the Pizza Hut™ Book-It! program, which runs from October through March. This program encourages students to read daily. Together with their parents, students will keep track of daily minutes read. Students are encouraged to read at least 20 minutes per day. When students meet their goal, he or she will earn a coupon that can be redeemed for a free personal pan pizza at Pizza Hut.

## Student Services and Activities

### Family Link

Who puts the social in cyber? Family Link does! This outreach program was created to enrich the cyber school experience of both students and parents. Family Link gives PA Cyber families the opportunity to CONNECT through educational and cultural field trips, organized activities, and parent planned informal get-togethers. Family Link has an online community located on Big Tent where parents can interact and SUPPORT each other with discussions on how they make a PA Cyber education work for their family. Members also have access to a secure, online directory of fellow members' names, grade levels, and geographic areas. This tool paves the way for communication with those who may SHARE your grade level, zip code, or interests.

### ArtReach

*ArtReach* is a joint project with the Lincoln Park Performing Arts Center located in Midland to provide fine arts choices and opportunities. *ArtReach* offers PA Cyber students high-impact programs in the arts, including online and in-person workshops, classes, seminars, performances, and other special presentations in music, theater, dance, creative writing, and visual arts. Studio art classes with qualified teachers in art centers located across the state gives students an opportunity to take hands-on visual art classes. Additional art classes are offered through *ArtReach* at PA Cyber offices across Pennsylvania.

### STEM Outreach and Programs

Every day, more and more areas of our lives are changing because of STEM, and we must continue asking how and why the world works the way it does. PA Cyber's outreach aims to connect students with Science, Technology, Engineering, and Math activities and experiences to encourage curiosity and exploration. Through the use of our online collaboration tools and offices across the Commonwealth, our students will have opportunities to participate in STEM themed enrichment activities. STEM outreach encompasses guest speakers, clubs, science fairs, workshops, and activities that help bring STEM to all PA Cyber students.

### GATE/STAR

Following PDE's Chapter 16 regulations, the PA Cyber GATE (Gifted and Talented) team identifies, evaluates, and provides qualified students with individualized educational programs for gifted students. The team works closely with PA Cyber families to maximize each student's educational potential through the use of appropriate course and grade acceleration, delivery of optional online enrichment courses, and the provision of educational events and other supplemental programs.

The PA Cyber GATE program affords the following for our GATE students:

- Live online enrichment courses taught by educators from PA Cyber and the Lincoln Park Performing Arts Charter School.
- Engaging educational outings that connect families across the Commonwealth.
- Personalized approach to understand and best accommodate gifted students' educational needs.
- Online community to connect gifted students and invite them to share their interests through discussions.

Exclusive to PA Cyber, the STAR program complements the GATE program, and gives "stellar" students opportunities for enrichment through educational outings, online enrichment courses, and other supplemental programs. STAR students must meet the necessary academic and attendance criteria.

## National Honor Society

The National Honor Society (NHS) is a nationwide organization in the United States and consists of many chapters in high schools. The PA Cyber NHS Chapter is open to students in grades 11 and 12. Selection is based on four criteria: scholarship, leadership, service, and character. NHS requires service to the community, school, or other organizations. Projects help students meet the required monthly service hour total. The National Honor Society was founded in 1921 by the National Association of Secondary School Principals. The Alpha chapter of NHS was founded at Fifth Avenue High School by Principal Edward S. Rynearson in Pittsburgh, Pennsylvania. National Honor Society chapters are commonly active in community service activities both in the community and at the school. In addition NHS chapters typically elect officers, who under the supervision of the chapter advisor, coordinate and manage the chapter as a student organization.

## Middle School Clubs

### Adventures in Reading

Adventures in Reading club members meet online twice a month to share a love of reading! Come on an adventure each month and discover a new book. Students will be given a chance to obtain the book of the month in advance. Once we begin reading, we will discuss the books, keep journals of our thoughts, and share our adventures through online activities. Please join us for Adventures in Reading!

### Science Investigators

Question everything! Have you ever wondered about things such as "How did the moon form?" or "Why is the sky blue?" Science Investigators will guide you through the scientific process and how to use the process to investigate and "question everything". Our club will be focused to the interests of the members as they will have an active role in leading the discussions and direction of the club.

## High School Clubs

### Art Club

The Art Club offers students an opportunity to further their knowledge of art, media, techniques, and history beyond what is accomplished in a student's art class, while benefitting from group collaboration. Students will also have the opportunity to work on independent projects and explore careers in the field of art. Meetings are held twice a month, and membership is open to all students with an interest in art, regardless of ability level. Art Club members will also have the opportunity to become a member of the National Art Honor Society.

### Book of the Month Club

Aside from reading specific books assigned for class, students will have the opportunity to nurture and cultivate a taste for joyful reading. In addition to having fun, student participants will subsequently strengthen their reading skills, generate new reading habits and be encouraged to visit online libraries as well as their local libraries. Students will further explore literature through discussion board threads and participation in live online classroom discussions with their advisors and peers.

### DECA

The PA Cyber DECA chapter is designed to develop future leaders in the fields of marketing, management, and entrepreneurship. Activities will focus on developing leadership abilities, presentation skills, and career job skills. DECA members will be invited to participate in competitive events at district, state, and national conferences. During competitions students will have the chance to network with business professionals and other students who wish to pursue management or marketing careers. In addition, students will have opportunities to apply for scholarships to colleges across the nation.

## Equestrian Club

The Equestrian Club is for the horse enthusiast who wants to share and grow their knowledge and understanding of horses with others. Students will have the opportunity to engage with their peers through regular online meetings, collaborate in discussion boards, and meet face to face on field trips.

## Exploring Science Club

We love science, how about you? PA Cyber's Exploring Science Club is an opportunity for students to explore science in areas outside of their curriculum. This club will explore a variety of topics such as epigenetics, forensics, recent developments in particle physics, bioinformatics, the science of geology and new drilling methods – no science topic is off limits. Regular online meetings and a club website will allow students to share their love of science through discussions and presentations. Activities will include labs, projects, and optional field trips. Students who love science and would like to explore more should join us in Exploring Science.

## French Club

The purpose of the PA Cyber French Club is to encourage the study of the French language and culture around the world. The French Club is open to all students, with or without previous French exposure, as it will range from beginning to advanced, striving to meet all students' needs. The club will expose students to the French world around them here in the US, France, and other Francophone countries. Regular online meetings will facilitate the sharing of love for the French language and culture both by students and knowledgeable faculty. Activities will include watching French videos, exploring French art and literature, project creation based on cultural themes, and conversational skills. Voluntary field trips will also be made available to students. Students will be encouraged to share their thoughts and opinions on all activities and will be required to be an active part of the club.

## German Club

The PA Cyber German Club is open to any high school student interested in the German language or German speaking cultures. It is not necessary for students to be enrolled in a German course in order to join the German Club. The German Club meets twice a month online. Students will practice basic conversations, read stories, listen to and sing all types of music, play games, and chat with virtual guests from German-speaking countries. Students are encouraged to share anything German-related with the other club members including songs, videos, websites, recipes, art, and/or their own work (poems, short stories, photographs). Other club activities include field trips and service projects. Field trip destinations and service projects are chosen by club members. The PA Cyber German Club is a chapter of the National German Honor Society. Students are encouraged to visit a virtual meeting to see if the German Club is for them!

## History Club

The mission of the History Club is to develop leadership potential in students by building the reading, research, communication, and other skills students need to achieve personal success and become good citizens. Club members should expect to participate in both synchronous and asynchronous discussion, field trips, competitions, and more. No area of history is off-limits as students will explore both major historical accounts and local histories. A History Club student must possess a genuine interest in history, a willingness to participate in all activities, an open mind, and a positive attitude.

## Newspaper Club

Newspaper Club members are encouraged to stay current with PA Cyber news, events, and activities, while also providing the school with a look at the world around us. Club members will participate in bi-weekly meetings and are encouraged to work together as a group to provide current, up-to-date information to PA Cyber staff and families. Members will also participate in the brainstorming, writing, and publishing of their own articles and the development of a newspaper from every angle.

## Photography Club

The PA Cyber Photography Club encourages students to develop their photography skills in an environment that is mutually supportive and interactive. Members get to know each other and share their talents and knowledge through regular online meetings with theme competitions, online and physical exhibitions, photo field trips, and opportunities to chat and share. From beginners to advanced amateurs, using everything from cell phone cameras to digital SLRs, students are encouraged to share and improve their technical skills and creative instincts in an atmosphere of goodwill and friendship.

## Spanish Club

The PA Cyber Spanish Club welcomes any and all students with an interest in the Spanish language or Hispanic culture. It is not necessary for students to be enrolled in a Spanish course in order to join the Spanish Club. Club members will have the opportunity to learn about Spanish-speaking countries, culture, food, art, holidays, and more. Virtual and live field trips will be planned so club members can have the opportunity to meet each other and share their common interest.





# K -2 Courses

## Calvert

### Calvert Kindergarten

Calvert's full day Kindergarten program offers hands-on, interactive learning to help prepare your child for first grade. The curriculum helps your child refine his or her reading skills with its phonics-based approach and read-aloud books. The curriculum integrates its reading materials with science and social studies, allowing for an interdisciplinary education. Math introduces students to numbers, shapes, problem solving, and ordering numbers. Kindergarten content includes Reading, Phonics, and Literature; Spelling and Vocabulary; Writing and Composition; Grammar; Poetry; Mathematics; Science; History and Social Studies; Geography; Art; and Technology.

Delivery Mode  
BC

### Calvert First Grade

The joy of Calvert's first grade curriculum is watching your child develop into an independent reader and writer. Through activities that develop a full range of phonemic awareness, phonics, comprehension, vocabulary, and fluency skills, you will help your child build on the skills learned in Kindergarten. Students build a strong foundation in math skills and concepts through the Singapore math method. They study two- and three-digits numbers, addition and subtraction with and without regrouping, skip counting, measurements, telling time, and graphs. The newly updated and streamlined lesson manuals, answer keys, and tests allow for more concise content that is easier to follow. The science program includes the study of living things, our Earth, weather, matter, motion, and energy. Social studies includes biographies of well-known explorers, political figures, inventors, and leaders in American life. First grade content includes Reading, Phonics, and Literature; Spelling and Vocabulary; Writing and Composition; Grammar; Poetry; Mathematics; Science; History and Social Studies; Geography; Art; and Technology.

Delivery Mode  
BC

### Calvert Second Grade

Calvert's second grade curriculum fully immerses your child in the world of independent reading. Using phonics storybooks and reading anthologies, you can help your child reinforce word analysis techniques and develop comprehension skills. Your child also begins writing dictated words and sentences, learning the rules of punctuation, and expressing his or her own ideas in original compositions. Students build a strong foundation in math skills and concepts through the Singapore math method. The newly updated and streamlined lesson manuals, answer keys, and tests allow for more concise content that is easier to follow. Students perform complex addition and subtraction, and are introduced to multiplication

Delivery Mode  
BC

and division. They work with numbers up to a thousand, manipulate and measure geometric figures, develop skills with money and measurement, and represent data. Science includes units on heat, light, forces, properties of rocks, and the human body. Social studies topics include old-world figures, geography, and maps. Second grade content includes Reading, Phonics, and Literature; Spelling and Vocabulary; Writing and Composition; Grammar; Poetry; Mathematics; Science; History and Social Studies; Geography; Art; and Technology.

## Little Lincoln Early Kindergarten

Little Lincoln Early Kindergarten serves to fully prepare young students for the rigors of Kindergarten. Students will be introduced to the routines of school, and will complete daily lessons in reading, writing, and math, as well as be exposed each week to social studies, science, and wellness.

Early Kindergarten combines online and offline activities each day. Online, students will watch video lessons from their teacher, Miss Palomine and her sidekick, Socrates the Squirrel. Additionally, online, they will play mini-games to help reinforce concepts and skills, and have access to songs that are tied to daily learning objectives.

### Mathematics EK

In Mathematics EK, students will learn about the numbers 0-20, begin to compare and order numbers, identify and create patterns, recognize shapes and colors, understand the concepts of measurement, collect data and create graphs, and begin to communicate mathematical ideas through problem solving.

Delivery Mode  
BC

### Reading EK

Reading EK introduces your student to the alphabet and the world of literature. Students will be able to identify the letters of the alphabet, read and write his own name, and begin to identify sight words. They will listen and respond to a variety of literature, including stories, poems, rhymes, and songs. Students will also begin to learn how to speak clearly and respond to questions.

Delivery Mode  
BC

### Science EK

Science EK uses your student's natural sense of wonder to investigate the world around them. Students will learn about scientists and the work that they do. They will learn how to ask questions to investigate answers and use senses to learn about the world. Topics explored include light and sound, natural resources, simple machines, living and nonliving things, and the Earth, environment, and weather.

Delivery Mode  
BC

### Social Studies EK

In Social Studies, Early Kindergarten students learn how to be a good citizen. They will learn about sharing, cooperation, and getting along with others. Students will be introduced to maps and geography, and learn about community helpers. Additional topics of study include families, following rules, different cultures and traditions, basic American history and American symbols, transportation, and communication.

Delivery Mode  
BC

### Writing EK

In Writing EK, students will use pictures, letters, and words to express thoughts and ideas. Students will learn how to write by learning how to properly hold a pencil, trace letters of the alphabet, and eventually write the letters of his own name. In addition, students will practice their listening and comprehension skills, draw pictures to communicate ideas, and tell about personal experiences.

Delivery Mode  
BC

## Little Lincoln Kindergarten

Students enrolled in Little Lincoln Kindergarten will build a solid foundation in the subjects of math, reading, writing, social studies, science, and visual arts. Little Lincoln Kindergarten combines both online and offline components. Online each day, students watch four engaging teacher videos featuring teachers Mr. Reed Moore, Mrs. Triggles, and Dr. Algae, and play a variety of mini-games designed to reinforce daily learning objectives. Wellness is also incorporated into the curriculum through weekly videos and activities that will benefit students as they learn about fitness, nutrition, and healthy living.

To meet the needs of all students, there are many enrichment opportunities known as *Extend your thinking!* These are meant to challenge students who need it. In addition, there are opportunities called *Reteaching* for every subject. These activities are meant to help students who are having difficulty by allowing the objectives to be introduced and practiced in different ways.

### Mathematics K

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Mathematics K students will learn about the numbers 0-40, be able to count forward and backwards, and be introduced to the concept of skip counting. Basic addition and subtraction will be practiced. Students will understand the characteristics of shapes and patterns, concepts of time, use tools to measure, and gather data and represent it in a graph. Kindergarten Mathematics lays the foundation for future mathematical thinking.

Delivery Mode  
BC

### Reading K

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Reading K sets the stage for success in reading and language arts. Students will understand the basic concepts of print. There is an emphasis on phonics, including letters, letter sounds, and word families. Grammar basics such as capitalization, punctuation, and parts of a sentence are introduced. Through a variety of fiction and nonfiction literature, students will be able to identify characters, main idea, plot, and setting. By the end of Kindergarten, students will be able to read common sight words and basic sentences.

Delivery Mode  
BC

### Science K

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Science K will develop students' natural inquiry skills by providing hands-on activities and experiments. Students will understand what scientists do and learn the basic steps of the scientific method. The five senses are used to gather and learn information about the world around them. Topics that will be explored include animals, safety, simple machines, habitats and the environment, the Earth and weather, and force and motion.

Delivery Mode  
BC

### Social Studies K

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In Social Studies K, students will learn about being a good citizen. They will learn about feelings, self-control, cooperation, good sportsmanship, and respect. Geography, maps, globes, landforms, and bodies of water will be introduced. Students will develop a sense of cultural diversity by exploring the traditions and customs of other countries and cultures. Other themes explored through the year include families, historical figures throughout time, American symbols and patriotism, rules and authority, wants and needs, communication, technology, and transportation.

Delivery Mode  
BC

### Writing K

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Writing K includes both handwriting and different forms of writing. Students will begin the year by practicing handwriting strokes, transitioning into writing all uppercase and lowercase letters of the alphabet. Students will begin to communicate ideas through various types of writing including letters, stories, poems, directions, and lists. The writing process will be utilized, allowing students to edit their own work. Grammar is reinforced by practicing correct capitalization and punctuation in sentences.

Delivery Mode  
BC

## Little Lincoln First Grade

Little Lincoln First Grade students continue to build on the mathematics, reading, writing, social studies, science, and visual arts skills learned in Kindergarten. Little Lincoln First Grade combines both online and offline components. Online each day, students watch four engaging teacher videos featuring teachers Mr. Reed Moore, Mrs. Triggles, and Dr. Algae, and play a variety of mini-games designed to reinforce daily learning objectives. Wellness is also incorporated into the curriculum through weekly videos and activities that will benefit students as they learn about fitness, nutrition, and healthy living.

To meet the needs of all students, there are many enrichment opportunities known as *Extend your thinking!* These are meant to challenge students who need it. In addition, there are opportunities called *Reteaching* for every subject. These activities are meant to help students who are having difficulty by allowing the objectives to be introduced and practiced in different ways.

### Mathematics 1

In Mathematics, first grade students will begin to dive deeper into mathematical thinking and problem solving. Students will be able read, write, and count from 0 to 100, with place value being introduced. Addition and subtraction facts to 20 will be learned, and by the end of the year students will add and subtract three-digit numbers. Shapes, patterns, and geometric reasoning will be explored. Additional units include measurement and data. Students will use problem solving techniques in order to solve every day math situations.

Delivery Mode  
BC

### Reading 1

The goal of Reading 1 is to build an independent, lifelong reader. Phonics is heavily emphasized, as students learn short and long vowel sounds, consonant blends, and silent letters to become confident readers. These skills will be used to read grade appropriate fiction and nonfiction literature. First graders will be able to sequence story events, identify cause and effect, retell a story, and use context clues to determine the meaning of unknown words. Grammar is highlighted as students learn parts of speech, types of sentences, proper use of punctuation, and the parts of a sentence.

Delivery Mode  
BC

### Science 1

Students are encouraged to become budding scientists in Science 1. The scientific method and inquiry are taught, stimulating young minds to ask questions and explore the world around them. Students will complete experiments and investigations throughout the course. The main concepts investigated in first grade are natural resources, energy and work, simple machines, animals, the Earth and sky, the Solar System, and matter.

Delivery Mode  
BC

### Social Studies 1

Social Studies 1 reinforces the concepts introduced in Social Studies K. Students will continue to learn about other cultures and cultural diversity by exploring families around the world; different types of shelter, food, and clothing; and traditions. Map skills and geography are further investigated as students practice reading and using maps to locate and describe their homes and communities. Other content explored includes personal responsibility; American symbols and civics; distinguishing between past, present, and future; the concept of earning, saving, and spending money; basic needs; and transportation.

Delivery Mode  
BC

### Writing 1

First graders will develop into writers and storytellers in Writing 1. Through the year, students will practice a variety of writing forms including alternate endings to stories, a book report, a personal narrative, a folktale, realistic fiction, letters, and poems. Students will enhance their writing using vivid verbs, adjectives, and synonyms. Pre-writing skills, such as story maps and diagrams will also be emphasized.

Delivery Mode  
BC

## Little Lincoln Second Grade

Little Lincoln Second Grade students engage in daily lessons in math, reading, writing, social studies, science, and visual arts. Little Lincoln Second Grade combines both online and offline components. Online each day, students watch four engaging teacher videos featuring teachers Mr. Reed Moore, Mrs. Triggles, and Dr. Algae, and play a variety of mini-games designed to reinforce daily learning objectives. Wellness is also incorporated into the curriculum through weekly videos and activities that will benefit students as they learn about fitness, nutrition, and healthy living.

To meet the needs of all students, there are many enrichment opportunities known as *Extend your thinking!* These are meant to challenge students who need it. In addition, there are opportunities called *Reteaching* for every subject. These activities are meant to help students who are having difficulty by allowing the objectives to be introduced and practiced in different ways.

### Mathematics 2

Mathematics 2 expands on the concepts introduced in first grade. Students continue to explore place value to the thousands place. The relationship between addition and subtraction, and adding and subtracting with and without regrouping is a focus through the year. Word problems and real life applications are practiced. Students will skip count by two, three, four, five, and ten, preparing them to work with money. The concepts of more than, less than, and equal to, and their corresponding symbols are introduced. Geometry and patterns are also covered.

Delivery Mode  
VC; BC

### Reading 2

In second grade, students become strong readers, building on the foundations of first grade. Phonics is continued to be highlighted, with reviews of consonant and vowel sounds, blends, ending sounds, and syllables. These foundational skills will be used to read a variety of literature including informational texts, stories, poems, articles, fairytales, biographies, and longer chapter books. Students will continue to refine their comprehension skills. Grammar and spelling is emphasized as students mature into independent readers and writers. Learning to use resources such as dictionaries and other reference materials is introduced.

Delivery Mode  
VC; BC

### Science 2

Science 2 students will continue to explore their world through a variety of observations and hands-on activities. The scientific method and technology will be investigated throughout the year. Animal habitats and environments are a major subject of study. Students will make careful observations of the sun, moon, stars, sky, and Earth, and experiments about light, heat, and energy will be conducted.

Delivery Mode  
VC; BC

### Social Studies 2

Social Studies 2 will teach students about American civics and government, with an emphasis placed on being a good citizen. Early American history is explored beginning with explorers and continuing to colonization. Map skills will be reinforced and practiced, with students being able to identify cities, states, countries, and continents. The basics of economics will be explored, including topics such as saving and spending money, taxes, and jobs and careers. Students will also learn about different cultures around the world.

Delivery Mode  
VC; BC

### Writing 2

Writing 2 includes handwriting and producing works of written communication. Cursive writing is introduced and practiced throughout Writing 2. Students will create a variety of writing products using the steps of the writing process. Types of writing students will create include opinion essays, articles, informational paragraphs, a research report, instructions, fables, stories, letters, and a biography.

Delivery Mode  
VC; BC





# 3-5 Courses

## Calvert

### Calvert Third Grade

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Calvert's third grade curriculum features *Smiling Hill Farm*, a classic children's book. This is the first piece of literature your child will read on his own. Composition helps your child further develop organization in writing. Third grade writing creates a more natural continuum from Grade 2 through Grade 4. The new accompanying workbook gives students the opportunity for practicing newly acquired skills. Third grade students also begin to learn about ancient mythology and art history, two subjects that prepare students for greater literature appreciation. Using the Singapore math method, students work with lessons that emphasize problem solving and the use of visual representations to perform addition and subtraction with and without regrouping to the hundreds place, develop skills in fractions, multiply and divide to the hundreds place, work with metric and customary measurements, and calculate area and perimeter of two-dimensional shapes. Science involves the study of life cycles and force and motion, while social studies helps students learn about how communities form and work together. Third grade content includes Reading, Phonics, and Literature; Spelling and Vocabulary; Writing and Composition; Grammar; Poetry; Mathematics; Science; History and Social Studies; Geography; Mythology; Art History; Art; and Technology.

Delivery Mode  
BC

### Calvert Fourth Grade

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Calvert's fourth grade curriculum is exciting as students compose original compositions. The reading program relies on classic children's literature and poetry, with lessons designed to increase comprehension, appreciation, and analysis. It includes new books and strategies for drawing inferences, studying root words, and analyzing story elements. Additionally, tips on differentiation help Learning Guides adjust the lessons to fit students of different ability levels. In math, students build an understanding of math skills and concepts through the Singapore math method. Students work with lessons that emphasize problem solving and the use of visual representations to interpret data, create tables and graphs, add and subtract like and unlike fractions and mixed numbers, express decimals as fractions and mixed numbers, measure angles, and find area and perimeter. The science program covers life science and physical science units, such as electricity and magnetism. Social studies explores the history, geography, and resources of the United States. Fourth grade content includes Reading, Phonics, and Literature; Spelling and Vocabulary; Writing and Composition; Grammar; Poetry; Mathematics; Science; History and Social Studies; Geography; Art; and Technology.

Delivery Mode  
BC

## Calvert Fifth Grade

In Calvert's fifth grade curriculum, students begin to learn connections between American history, literature, and geography by reading classic historical novels such as *Sing Down the Moon* and *The Sign of the Beaver*. Essential writing skills continue to be developed, including writing paragraphs, outlining, and summarizing. In math, students work with lessons that emphasize problem solving, the use of visual representations, and Singapore math strategies to multiply and divide fractions, simplify algebraic expressions, represent ratios in fraction form, multiply and divide decimals, and classify polygons. In science your child will study plants, weather, climates, and ecosystems, while social studies surveys American history. Fifth Grade content includes Reading, Phonics, and Literature; Spelling and Vocabulary; Writing and Composition; Grammar; Poetry; Mathematics; Science; History and Social Studies; Geography; Art History; Art; and Technology.

**Delivery Mode**  
BC

## Lincoln Interactive Third Grade

### Language Arts 3

Language Arts 3 combine reading, writing, grammar, spelling, and handwriting into a comprehensive course. Students will explore diverse fiction and nonfiction, reading novels, poems, informational texts, plays, and biographies. Students will use comprehension skills to analyze and respond to these pieces of literature. Using the steps of the writing process, a variety of writing pieces will also be produced, including stories, articles, reports, letters, and poems. Proper grammar is also taught, including elements such as the parts of speech, proper capitalization and punctuation, figurative language, verb agreement, and types of sentences.

**Delivery Mode**  
VC; BC

### Mathematics 3

Students in Mathematics 3 will refine their addition and subtraction skills, by working with three- and four-digit numbers with and without regrouping. The concept of multiplication and division are introduced, and students will be expected to understand and master multiplication and division facts through 12 by the end of the year. Fractions are reviewed, and students will understand the relationship between fractions and decimals. Mathematics 3 also includes studies of time, money, geometry, measurement, and data and graphing. Solving real word scenarios through word problems is emphasized.

**Delivery Mode**  
VC; BC

### Science 3

Students in Science 3 become junior scientists as they complete a variety of hands-on experiments. They will learn to document observations and results in a science lab journal. The scientific method is introduced, and junior scientists will use it to conduct investigations related to geology, biology, physics, earth science, and wellness. Students will be able to discuss the properties of rocks, soil, and fossils; the characteristics of different natural disasters; various types of land formations; and health and nutrition.

**Delivery Mode**  
VC; BC

### Social Studies 3

The focus of Social Studies 3 is the concept of community. Each unit explores a different topic related to this central theme. An in-depth study of geography, landforms, maps, and globes is conducted. Students will study their local community to discover its location, population, and other facts. Students will understand early American history, identify key figures through the development of our country, and understand how those people contributed to their communities. Additional topics of study include American government, economics, and cultures around the world.

**Delivery Mode**  
VC; BC

## Lincoln Interactive Fourth Grade

### Language Arts 4

Language Arts 4 combines reading, writing, spelling, grammar, and handwriting. Throughout the year, students will read novels, poetry, myths, and a wide variety of fiction and nonfiction pieces. Students will practice identifying an author's purpose, and will make entries in a reading journal. Graphic organizers and charts will be created and used to compare and contrast information from their readings, and make connections through writing. Reference materials such the dictionary and thesaurus will be utilized to improve students' understanding of words. Students will expand their knowledge of grammar by learning the parts of speech, proofreading and editing their writing, and giving an oral presentation.

**Delivery Mode**  
VC; BC

### Mathematics 4

In Mathematics 4, students build upon their knowledge of basic multiplication and division facts. They will understand the relationship between operations, and begin to multiply and divide with larger numbers. Coordinate planes and graphing is introduced, and students explore additional geometric concepts including properties of polygons, measuring angles, and performing transformations. Additional topics studied include measurement, data, money, and graphing. Real life scenarios will be solved through the use of problem solving techniques.

**Delivery Mode**  
VC; BC

### Science 4

Science 4 students will continue to develop into scientists as they create a science journal to record notes, drawings, questions, and data from the scientific experiments they complete through the year. Through their investigations, students will learn about famous scientists, properly use scientific instruments, and display data in diagrams, tables, and graphs. Safe experiments will be conducted relating to the fields of biology, earth science, ecology, astronomy, geology, light and electricity, physics, anatomy, and wellness.

**Delivery Mode**  
VC; BC

### Social Studies 4

Social Studies 4 introduces the five themes of geography to students by studying the regions of the United States. Students will practice reading and interpreting maps, globes, graphs, and tables. Students will investigate factors that contributed to the development of American cities and industries in specific regions of the country. The United States political system, including the branches of the government, and differences between local, state, and national governments will be discussed. Students will analyze the historical, geographic, political, economic, and social structure of each region of the United States.

**Delivery Mode**  
VC; BC

## Lincoln Interactive Fifth Grade

### Language Arts 5

Language Arts 5 is a course with many layers. It is designed around the idea that every student is capable of learning the concepts and material presented throughout the course. In Language Arts 5, students will read several selections. Along with each weekly reading selection, students will encounter new spelling and vocabulary lessons. They will improve their grammar, reading, and writing abilities through weekly skill practices. Students will also learn proper writing strategies and techniques throughout this course. They will follow the writing process to create both fiction and nonfiction essays.

**Delivery Mode**  
VC

### Language Arts 5

In Language Arts 5, students will continue to focus on reading, writing, listening, and speaking through online lessons, interactive elements, videos, and educational games. Students will have the opportunity to self-select a novel to read and use that piece of literature to focus on plot, main idea, characters, and other literary elements. There is an emphasis on reading and understanding informational texts, and comprehension strategies to use before, during, and after reading. Other genres of literature, including poetry and drama, will help students learn and understand structure, theme, and figurative language. Descriptive, narrative, expository, technical, and persuasive pieces will be written, while learning and using the steps of the writing process. In addition, learners will gather information about a research topic, evaluate sources, take notes, cite sources, and present research. Students will hone vocabulary skills,

**Delivery Mode**  
BC

practicing word analysis and decoding, determining the meaning of unknown words, and understanding word relationships. Grammar and language skills such as sentence types, punctuation, capitalization, and spelling are also taught. Listening and speaking skills are refined as students become engaged in group discussions, write a speech, and demonstrate effective communication skills.

## Mathematics 5

In Math 5, students acquire mathematical building blocks that serve as a foundation for higher level math courses. Students enrolled in this course learn about place value, addition, subtraction, and multiplication of whole numbers and decimals. Other topics include multiplication of variables and expressions, basic algebraic concepts, division of whole numbers and decimals, divisibility, prime and composite numbers, graphing, probability, and geometry concepts. As students progress through the year, they will also gain an understanding of fractions by studying the relationship between fractions and decimals, and addition, subtraction, multiplication, and division of fractions. Also, addition and subtraction of mixed numbers, linear measurement and perimeter, area, time, and temperature will be discussed.

Delivery Mode  
VC

## Mathematics 5

Mathematics 5 will require students to apply knowledge of decimal place value, multiplication and division of multi-digit numbers, measurement systems including metric and customary units, and data interpretation and representation. As students progress further through the course, they will learn how to measure volume, determine patterns in place value, and classify two-dimensional figures. Throughout all of this course, students will continue to demonstrate how to add, subtract, multiply, and divide whole numbers, fractions, and decimal numbers, as well as how to write and interpret numerical expressions. Basic pre-algebra skills, including graphing points on a coordinate plane, analyzing pattern relationships, and generating numerical patterns based on specific rules will be introduced.

Delivery Mode  
VC

## Science 5

Science 5 is made up of four units: life science, Earth science, physical science, and space science. The unit on life science includes the classification system, cells, the human body, plants, and ecosystems. Moving into Earth science, students will learn about oceans, the water cycle, weather, rocks and minerals, volcanoes and earthquakes, and the Earth's resources. During this unit on physical science, students discover topics such as matter, motion, simple machines, energy, and electricity. The course ends with a unit on space science, where students will learn about the planets, stars, the moon, the sun, and the Earth.

Delivery Mode  
VC

## Science 5

Students enrolled in Science 5 will review the scientific method, and be introduced to technology, engineering, and the design process. The environment will be discussed, as they explore the water cycle, different ecosystems, and the importance of recycling. As students proceed through the course, they will complete a study of Earth and space, including climate and weather. They will continue to learn about life science, and also be introduced to the basic principles of chemistry and physics.

Delivery Mode  
BC

## Social Studies 5

Social Studies 5 will introduce students to several Native American groups and early settlers of the United States. European explorers and the Spanish will also be discussed. African hardships will be covered along with civilization of the early colonies. Early American wars such as the French and Indian War, the American Revolution, and the War of 1812 will be described. Learners will be taught about the Civil War and the division that grew between the North and South due to their differing perspectives on slavery, government, and war. Key concepts to cover will include the Battle of Gettysburg, end of the Civil War and Slavery, Reconstruction, and the 13th, 14th, and 15th Amendments. Main points, battles, and victories of World War I and World War II, as well as the Cold War will be highlighted. The current American government and the American people will round out the conclusion to Social Studies 5.

Delivery Mode  
VC



# 6-8 Courses



## Sixth Grade

### Language Arts 6

Language Arts 6 explores several types of literature. Students will read and analyze intriguing stories written by famous and influential authors. The course will cover the writing process and effective writing techniques, and students will produce their own pieces of literature in multiple genres, including short stories, compare-contrast essays, how-to essays, and numerous other responses to literature. Proper conventions of grammar are reinforced, including nouns, pronouns, adjectives, relative and interrogative pronouns, verbs, adverbs, prepositional phrases, adjective phrases, simple sentence structure, punctuating words in a series, and understanding and using clauses.

**Delivery Mode**  
VC; BC

### Mathematics 6

Mathematics 6 provides a solid foundation by covering topics such as expressions, equations, graphing, measurement, and statistics. Prime numbers, factoring, and divisibility rules will be taught, and students will continue to practice adding, subtracting, multiplying, and dividing fractions and decimals. Ratios and percentages are introduced and practiced. Students are also taught to collect and interpret data and display their findings through graphs. Students will learn to recognize patterns, work with variables, and determine how integers are used in real-world situations. Geometry concepts such as triangles, angles, perimeter, and area will be explored. As the course progresses, students will learn about circles, 3-D figures, surface area, and the volume of different prisms.

**Delivery Mode**  
VC; BC

### Science 6

Science 6 engages students in the remarkable world of science. Students will become mini-scientists while investigating and gaining an understanding of important topics in science, such as the classification of animals and their unique behaviors, the planet Earth and its fascinating features, and the constructive and destructive forces that affect our planet. Students will continue their journey through Science 6 learning about such topics as the effects of weather and climate, the importance of the atmosphere, and the shocking facts about electricity and magnetism. The use of labs and videos will help students extend their knowledge and enhance their understanding of science in their life.

**Delivery Mode**  
VC; BC

## Social Studies 6

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Social Studies 6 focuses on world history from the beginnings of human civilization to the present day. The connections between geography and history are explored and evaluated. Social Studies 6 begins with a study of the Stone Age, the Persian Empire, and ancient Egypt and its advances in science and medicine. Students will then move on to explore various world religions, such as Hinduism and Buddhism. Lessons include discussions of early Chinese and Greek societies and cultures, and the rise and fall of the Roman Empire. The Byzantine Empire, Muslim and Islamic beliefs, the Ottoman Empire, and various regions of Africa are examined. Students are introduced to the early civilizations of Europe during the Middle Ages. The Renaissance and Reformation periods in Europe are investigated, leading to a study of the rise of monarchies and the English, American, and French revolutions. Finally, students will end the course with an introduction to World War I, World War II, the Cold War, and the world since 1945. Throughout this course, students complete interactive online activities and watch videos that explain world history and enhance the course. Students will build map skills to better understand the world, and refine their reading, writing, and geography skills.

**Delivery Mode**  
VC; BC

## Seventh Grade

### English 7

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English 7 focuses on the study of grammar, literature, and composition. Students will learn about elements of grammar such as figures of speech, pronouns, clauses, subjects, and predicates. The fiction selections have been chosen from a variety of literary genres including short stories, poetry, drama, myths, and folk tales. Students will also read nonfiction texts such as autobiographies, biographies, essays, consumer documents, public documents, and workplace documents. Reading selections provide students the opportunity to improve reading comprehension skills, develop vocabulary, make inferences, and explore foreshadowing. Students will also analyze cause and effect, point of view, characterization, and author's purpose. Formal writing assessments include compare and contrast essays, a fictional narrative, a descriptive essay, and a persuasive essay.

**Delivery Mode**  
VC; BC

### Mathematics 7

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Students in Mathematics 7 will work with equations, factors, integers, proportions, rates, and ratios. In addition, students continue to practice adding, subtracting, multiplying, and dividing fractions, decimals, and integers. They will learn to solve one- and two-step equations and will use proportions to solve real-world problems. Students will also develop an understanding of the coordinate plane by working with ordered pairs, linear and nonlinear functions, and patterns. Geometry is a large unit of study within Mathematics 7. The study of geometry will include lines, rays, segments, angles, triangles, quadrilaterals, circles, irregular figures, prisms, and cylinders. Experimental and theoretical probability, as well as permutations and combinations will also be explored.

**Delivery Mode**  
VC; BC

### Science 7

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Science 7 explores many aspects of science, including life, physical, Earth, and space sciences. Students will explore the cell and all of its working parts before being introduced to Earth's organisms and their processes. An investigation of the Earth's water and atmospheric processes will be conducted to determine how each produces energy systems. Students will explore structural changes involving the Earth, ranging from the past to the present. This investigation will include the rock cycle, plate tectonics, and mineral formation. Students will inquire about the history of our universe and what it means to live in an Earth, Moon, and Sun system. Students will examine motion, forces, and various types of energy. Finally, students will examine types of sound and light energy.

**Delivery Mode**  
VC; BC

### Social Studies 7

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Social Studies 7 encourages students to think like geographers by teaching them to study the Earth according to the five themes of geography. Students will use these themes to determine why things are located where they are, such as a region, an ethnic group, a landform, or a trade route, and they will determine why these things can be found in particular places. The answers to these basic questions will also equip students to more fully understand the geography, history, culture, regions, and contemporary issues facing the people of the Americas, Europe, Russia and Asia, Africa, and the Pacific World. Interactive elements will expose students to how each of these places has been shaped by history, but has also developed a rich, thriving culture that can be seen today.

**Delivery Mode**  
VC; BC

## Eighth Grade

### English 8

In English 8, students will examine literary concepts by reading, interpreting, and writing about a variety of literature and other cultural texts. A broad selection of readings are surveyed while studying the structures of different literary genres, the elements of narratives and of characterization, literary devices and themes, and the concepts of style and grammar, with the main focus on reading skills and understanding what is read. Students learn reading strategies appropriate to the different genres of literature and apply these strategies to the readings. Writing and grammar skills are emphasized in the context of literary pieces and are reinforced with practice and essay writing. Students will be required to complete a research project that introduces students to the concepts of quality research, citations, and formal writing.

**Delivery Mode**  
VC; BC

### Mathematics 8

This course will explore a variety of mathematical concepts to prepare students for success in future high school mathematics courses. Through real-world applications, students will work with rational numbers, algebraic equations, graphs and functions, real numbers, exponents, and the coordinate plane. Students will focus on concepts that prepare them for Algebra, including solving multi-step equations, graphing lines, and interpreting slope. Geometric concepts will also be investigated, including angles, polygons, and volume of solid figures. Additionally, students are introduced to elementary statistics.

**Delivery Mode**  
VC; BC

### Science 8

This course introduces eighth grade students to an integrated approach to physical, environmental, and life sciences. Students will study science concepts and problem solving while exploring a wide variety of aspects of the living and non-living world of science around them. The first part of the year is a study of life science. Students investigate important topics in histology (cells), heredity, and the biology of living organisms. Students will be given the chance to identify cells and cell compounds, and describe the cell in its environment. Learners will then examine different cell processes that lead to energy within the cell. Genetics and heredity will also be explored as students discover the importance of Gregor Mendel and his work with heredity. Adaptation, natural selection, and the evolution of organisms is examined. During the second half of the year, topics involving meteorology, geology, astronomy, and physics are explored. Different types of geological processes throughout Earth's history will be investigated. Students will analyze the formation and composition of various planets and celestial bodies.

**Delivery Mode**  
VC; BC

### Social Studies 8

Social Studies 8 teaches students about American history and society, from the first human migrations to the Americas to the European colonization of the Americas and the founding of the United States, through the end of the Reconstruction period after the Civil War. Students will explore the causes and effects of the French and Indian War, and will study the First Continental Congress, Declaration of Independence, and challenges of governing a new nation. The course will move through the growth of the United States, including its political landscape in the early 1800s, and slavery and territorial expansion.

**Delivery Mode**  
VC

### Social Studies 8

Social Studies 8 teaches students about American history and society, from the first human migrations to the Americas to the European colonization of the Americas and the founding of the United States, through the end of the Reconstruction period after the Civil War. Students will explore the causes and effects of the French and Indian War, and will study the First Continental Congress, Declaration of Independence, and challenges of governing a new nation. The course will move through the growth of the United States, including its political landscape in the early 1800s, and slavery and territorial expansion. The second half of the course is an exploration of the United States after the Civil War. The Westward Expansion and Industrial Revolution, and their implications for the future growth of the country are discussed in depth. The course then progresses into the wars of the 20th century, including the Spanish-American War, World Wars I and II, and the Korean War. In addition, the Great Depression, the Holocaust, and the Civil Rights Movement are examined. The course concludes with a study of the terrorist attacks of September 11, 2001, and America's role in the global economy.

**Delivery Mode**  
BC



# K-8 Additional Courses



## Physical Education and Health (K-8)

### Physical Education K-6

Pennsylvania Public School Law requires all students to complete an annual course in physical education. In compliance with the law, the school requires elementary students in grades K through 6 to complete 36 hours of organized, supervised physical activity each school year. Students will receive a physical education kit, which includes a workbook and items to complete different physical activities. Students are required to complete at least half of their physical education hours using the items they receive in the physical education kit. Students are also required to record their physical education hours in the PA Cyber Physical Education Log.

**Delivery Mode**  
AC

### Physical Education 7-8

Pennsylvania Public School Law requires all students to complete an annual course in physical education. In compliance with the law, the school requires students in grades 7 and 8 to complete 72 hours of organized, supervised physical activity each school year. Students will receive a physical education kit, which includes a workbook and items to complete different physical activities. Students are required to complete at least half of their physical education hours using the items they receive in the physical education kit. Students are also required to record their physical education hours in the PA Cyber Physical Education Log.

**Delivery Mode**  
AC

### Starting the Road to Wellness

Starting the Road to Wellness is a one semester course suitable for students in grades 5 through 8 that encompasses a variety of topics with a focus on nutrition and physical fitness. The course includes basic nutrition principles and practices in addition to food safety concepts. Students are taught to read labels and how to understand dietary guidelines. Other areas addressed include the foundations of physical fitness, exercise guidelines, and sports nutrition. This course will help students become self-motivated about leading a healthy lifestyle.

**Delivery Mode**  
AC

## Middle School Health

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Middle School Health has been designed as a guide to introduce students in grades 7 and 8 to many health-related aspects they may encounter in middle school. This one semester course focuses on topics such as health and wellness, healthy relationships, violence, drugs and alcohol, diseases, and bodily changes. This is an exciting and fun course that will make students aware of ways in which they can become healthier and make health-conscious decisions now and in the future.

Delivery Mode  
AC

## Arts Alive (K-7)

First through seventh grade students are required to take an Arts Alive! Junior course each school year in order to meet the state's Fine Arts requirement. There are three levels for each course: Primary (Grades 1-3), Intermediate (Grades 4-5), and Middle (Grades 6-7). Students will complete the course to fulfill the state requirements for Fine Arts.

Arts Alive! Junior is an engaging, video-based arts series. It is designed to raise awareness and improve understanding of the creative and performing arts, including music, visual and media arts, dance, theatre, and the literary arts. Arts Alive! Junior will focus on the role of the arts and artists in society, and it will identify the impact of art in the lives of students. Each course includes videos that bring the arts to life. Grade-appropriate activities and response questions will inspire students to become involved in the arts, and will assess understanding of the material and concepts presented. Every Arts Alive! Junior video, activity, and assessment is aligned with state and national standards.

## Arts Alive! Junior Theme One – Seeing, Hearing, Thinking, Feeling

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This course will help students develop interdisciplinary thinking about art and will allow them to become involved in the subject area while learning about art fundamentals in all disciplines. Students will also study the development of techniques for perceiving, interpreting, and decoding works of art.

Delivery Mode  
AC

## Arts Alive! Junior Theme Two – Around the World

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This course furthers the development of students' skills for understanding and interpreting works of art. Key concepts include artwork that embodies diversity, ethnic differences, nationalism, and multiculturalism.

Delivery Mode  
AC

## Arts Alive! Junior Theme Three – America: An Arts Melting Pot

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The third year of Arts Alive! Junior is devoted to providing students with opportunities to experience, analyze, and interpret how different ethnic cultures have made enormous contributions to American culture through the creative and performing arts. In the early 19th century, the term "melting pot" gained popularity as a description of the way diverse nationalities, ethnicities, and cultures began to come together to form a uniquely American culture. The arts were, and continue to be, a major part of this process, helping people to communicate in distinct ways, and to create and sustain rich and vibrant communities.

Delivery Mode  
AC

## Arts Alive! Junior Theme Four – Let's Get Creative

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Creativity is the ability to produce or do something new, to solve a problem, or to develop or adapt a work of art or artistic form. The fourth year of Arts Alive! Junior is dedicated to exploring the role of personal and collective creativity in arts – and in everyday life.

Delivery Mode  
AC

## Arts Alive! Junior Theme Five – STEAM-Powered Learning

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This year of Arts Alive! Junior presents an innovative vision for blending science, technology, engineering, and math (STEM) with the creative and performing arts to generate STEAM. This unique exploration will equip students to become critical thinkers and creative problem solvers, and to develop the skills necessary to collaborate successfully on interdisciplinary projects.

Delivery Mode  
AC

## Arts Alive! Junior Theme Six – What’s the Big Idea?

Arts Alive! Junior Theme Six offers an engaging exploration of the ways in which the creative and performing arts help us to think about the “big ideas” in our lives. A big idea is any topic that is of vital importance to people, can be examined in many different ways, and from many different perspectives. The development of critical thinking skills is the essential goal of this exploration, helping the learner to productively consider significant issues related to life and death, good and evil, and love.

Delivery Mode  
AC

## Arts Alive! Junior Theme Seven – 21st Century Skills: The Way of the Artist

In recent decades, our world has undergone dramatic shifts. Unprecedented advances in digital technology and communications, a highly competitive economic environment, and both the promise and peril of globalization have tremendously altered society, creating unparalleled challenges for both individuals and groups of people. In this theme of Arts Alive! Junior, students will explore a core set of skills that experts believe will be essential to success in the 21st Century, and how those skills can be developed in and through the creative and performing arts. An esteemed panel of five artists, each representing a different art form, will demonstrate how they have personally used and developed the core set of 21st Century skills in and through their work.

Delivery Mode  
AC

\* Students enrolled in Kindergarten will have their Fine Arts requirement met through their curriculum (Little Lincoln or Calvert).

\* Students enrolled in Grade 8 must take either Fine Arts 8 (VC) or Art and Music Exploration (AC).

## Lincoln Explorations (3-5)

Become a Lincoln Explorer by taking one of Lincoln Interactive’s Explorations courses. These nine-week, four-unit enrichment courses are designed for students to explore new and interesting areas of study. Enroll now and begin your journey toward learning something new!

### Exploring Music

This course is designed for beginning musicians with little or no background in reading music or playing a keyboard. Exploring Music offers an introduction to basic keyboard skills and note reading. This is a hands-on course where students will practice new skills on a real keyboard. Students will use proper technique to learn the keys of the keyboard, note names and values, and treble and bass staff lines and spaces. In addition, this course will discuss musical elements such as the repeat sign, time signatures, and measures.

Delivery Mode  
AC

### Exploring the Kitchen

Exploring the Kitchen will familiarize students with tools, appliances, and common kitchen etiquette including how to set a proper table, safety techniques, and cleanliness. Students will complete basic recipes using beginning cooking techniques. Learners will receive some cooking supplies to use throughout the course. However, each student is responsible for purchasing the food for each recipe at his/her local grocer, and all purchases are non-refundable. Due to food allergies, some ingredients can be substitutes or eliminated.

Delivery Mode  
AC

### Exploring French

Exploring French is an introduction to the French language and Francophone cultures. Novice language learners will explore the diverse cultures and traditions of the French-speaking world while developing essential communication skills. In addition to learning basic vocabulary, including the alphabet, numbers, colors, and days of the week, students will learn to greet others and introduce themselves, describe people and things, and express their likes and preferences. They will recognize similarities and differences between English and French and make comparisons between their culture and Francophone cultures. Exploring French introduces the language and cultures of the Francophone world through a variety of disciplines, such as history, science, and the arts.

Delivery Mode  
AC

## Exploring German

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In Exploring German, students will be introduced to the German language and culture. They will learn basics such as greetings, the alphabet, numbers, and colors. Students will also learn to form simple sentences and carry on simple conversations. Although the Exploring German course focuses mainly on the German language, cultural aspects are integrated throughout. The purpose of Exploring German is to spark an interest in the language and provide a base knowledge of it.

Delivery Mode  
AC

## Exploring Spanish

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Exploring Spanish is an introduction to Spanish language and culture. Students will learn basics such as greetings, the alphabet, numbers, and colors. Additionally, students will use the Spanish language to communicate ideas and to describe themselves and the people and things around them. They will express preferences and carry on simple conversations. Although Exploring Spanish focuses mainly on the Spanish language, cultural aspects are integrated throughout. The purpose of Exploring Spanish is to spark an interest in the language while providing a base of knowledge for communication.

Delivery Mode  
AC

## Lincoln Discoveries (6-8)

Discover new skills or an unknown talent by taking one of the Lincoln Interactive Discovery courses. These nine-week, four-unit enrichment courses are designed for middle school students and provide students with an opportunity to discover new and interesting areas of study. Enroll now and begin your journey toward learning something new!

## Discovering Digital Drawing

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Discovering Digital Drawing is for students interested in digital media. Drawing is the process of making art with lines – but in this course, pencils and markers will be put away! Instead, the digital counterparts to these traditional tools will be explored. This is an interactive course that assists students in creating dynamic compositions with just the click of a mouse and the stroke of the stylus. Students will learn to sharpen observation skills, to communicate ideas, and to express feelings while learning the language of Photoshop Elements. Rules of composition, the elements of art, principles of design, tricks that artists use to organize artwork, and virtual tours to museums and artists' studios are included in this course.

Delivery Mode  
AC



## Discovering Digital Painting

This course will teach students how to create exciting paintings in a matter of minutes by using only their computer and their imaginations. Learners will put their traditional paints, brushes, and canvases away because these days, artists are creating digital paintings for book covers, illustrations, and video games directly on their computers. Students will learn how digital painting is becoming an emerging art form in which traditional painting mediums such as watercolors, oils, and spray paints are applied using digital tools, software, and computers. After learning a few basic techniques, there are no limits to creativity!

Delivery Mode  
AC

## Discovering Digital Photography

In this course, students will enter the fascinating world of digital photography. Students will cover basic features of a digital camera as well as the various techniques necessary for taking interesting and vivid digital pictures. Learners will find out how to create the best shots by adjusting the color, the lighting, and the set-up of a camera. This course also includes helpful editing tips that enable up-and-coming photographers to create high-quality photos. Discover the art of digital photography in this fascinating course!

Delivery Mode  
AC

## Discovering Music

This course is designed for beginning musicians with some background in music or keyboard playing. Discovering Music will incorporate the performance aspects of music and an understanding of music theory. Students will use the keyboard to learn fun, creative songs with the use of Internet and interactive web pages. Students will be able to read notes on the staff and play pieces in C and G positions, identify and play melodic and harmonic intervals, and play C Major chords.

Delivery Mode  
AC

## Discovering French

Discovering French is designed to introduce learners to the French language and culture. The course will focus on vocabulary and the fundamentals of French grammar, including nouns, articles, the present tense, and adjectives to enable students to talk about their classes, families, and daily activities. Students will also explore cultural topics like the French family, Bastille Day, and interesting activities and events aimed at children and their families in Paris.

Delivery Mode  
AC

## Discovering German

Discovering German is an introduction to German language and culture. Students will learn about greetings and farewells, basic conversations, the alphabet, numbers, days of the week, food, home life, health and fitness, and sports, among other subjects. Additionally, students will use the German language to describe themselves and the people and things around them, express preferences and opinions, and make plans. Students will carry on simple conversations using basic grammar and verb conjugations. Students will make comparisons to English and other languages. Discovering German also presents geography and cultural aspects through which students will make connections to other subject areas. As a running thread throughout the course, students will complete a "Journey Across Germany," exploring numerous places and landmarks. The purpose of Discovering German is to develop a student's interest in the language while introducing culture and providing basic skills for communication.

Delivery Mode  
AC

## Discovering Spanish

Discovering Spanish is an introduction to Spanish language and culture. Students will learn basic vocabulary such as greetings, introductions, family, school, and pastime vocabulary. Additionally, students will use the Spanish language to describe themselves and the people and things around them, express preferences and opinions, and make plans. Students will carry on simple conversations using basic grammar and verb conjugations. Students will make comparisons to English and other languages. Discovering Spanish also presents geography and cultural aspects through which students will make connections to other subject areas. The purpose of Discovering Spanish is to develop a student's interest in the language while introducing culture and providing basic skills for communication.

Delivery Mode  
AC

# Notes

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## 9-12 High School

# Graduation Requirements

### General Track

The Pennsylvania Cyber Charter School is committed to providing its students with a well-rounded education in preparation for their future. Students will find a variety of curricular options to suit their needs and interests to fulfill the set requirements to graduate. Upon graduation, PA Cyber students will be college- and career-ready. The PA Cyber Graduation Requirements follow the guidelines set forth by the Commonwealth of Pennsylvania.

4.0	Credits English Language Arts
4.0	Credits Mathematics (1.0 credit in Algebra I required)
3.0	Credits Science (1.0 credit in Biology required)
4.0	Credits Social Studies
2.0	Credits Fine Arts
3.5	Credits Electives
1.0	Credit Physical Education
0.5	Credit Health
<b>22.0</b>	<b>Credits Total Required for Graduation</b>

\* The Commonwealth of Pennsylvania and the Pennsylvania Cyber Charter School require all students complete a senior project to be eligible for graduation.

The Pennsylvania Cyber Charter School encourages parents to monitor their child's progress toward meeting graduation requirements. Parents play a vital role in ensuring that their child has earned the required number of credits by their senior year. Typically, a student begins to accumulate credits as a freshman.

### School of Engineering Track

The Pennsylvania Cyber Charter School provides high school students access to an effective, rigorous, and engaging STEM education. The PA Cyber School of Engineering provides students in grades 9-12 the opportunity to take courses in engineering, advanced science, and pre-medicine. Following specific graduation requirements, students in the program will be able to immerse themselves in various STEM courses that will prepare them for college study or to enter the workforce. Through the use of collaborative technology, students will gain valuable insight into possible STEM careers that will prepare them for the demands of the 21st century workplace.

In addition to courses, PA Cyber is committed to providing various outreach programs and activities. In PA Cyber offices across the state, PA Cyber students have the opportunity to interact and participate in various types of hands-on and enrichment activities. Students also have the chance to listen to guest speakers, participate in clubs, and compete in science fairs to fulfill individual interests.

For more information about the School of Engineering, please contact your Academic Advisor.

4.0	Credits English Language Arts
4.0	Credits Mathematics (1.0 credit in Algebra I required)
4.0	Credits Science (1.0 credit in Biology required)
3.0	Credits Social Studies
3.0	Credits Engineering
2.5	Credits Technology/Multimedia & Business
2.0	Credits Fine Arts
2.0	Credits Electives
1.0	Credit Physical Education
0.5	Credit Health
<b>26.0</b>	<b>Credits Total Required for Graduation – School of Engineering Track</b>



# 9-12 High School Courses

## English Language Arts

Four credits in English Language Arts are required for graduation.

### English 9

English 9 introduces learners to elements of literature from classic to modern times using the genres of fiction, nonfiction, short story, novel, poetry, drama, and essay. The main works selected for this course are the epic *The Odyssey* and Shakespeare's drama *The Tragedy of Romeo and Juliet*. Through reading, learners will develop skills in literary analysis and interpretation by establishing understandings of literary elements such as plot and setting, character, narrator and voice, tone and mood, symbolism and irony. Learners will also analyze nonfiction works for form, style, and persuasion. The study of poetry will include the analysis of poems by several poets, and students will understand poetic devices, including figurative language, tone, and diction. Skills for strengthening vocabulary, grammar, and mechanics will be examined as well, and lessons focusing on the stages of the writing process will be evaluated. The final unit of this course will focus on consumer and technical documents, as students will examine several real world texts, including online resources and workplace materials. Students will display a mastery of these forms through learning activities and assessments, including an examination of setting and characterization, writing narratives and persuasive essays, in addition to quizzes, exams, projects, and essays.

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

**NCAA Approved**

### English 10

English 10 is focused on literature, grammar, and composition. Students will examine the different elements of a story, including plot, setting, character, narrator, and voice. To understand these concepts, students will read and respond to a variety of fiction and poetic works, including the classic works *Julius Caesar* and *To Kill a Mockingbird*. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. Students will display mastery of these concepts through various learning activities and assessments, including tests, quizzes, writing assignments, project, essays, and journal exercises. Throughout the course, time is spent focusing on a research paper, parts of speech and grammar, reading and comprehension, and poetry. Upon completion of this course, students will be required to take the Keystone English Literature exam. **Pre-Requisites:** English 9

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

**NCAA Approved**

## American Literature/English 11

In this course, students are invited to travel through the various cultural periods of American literature. Students will explore American literary traditions of the 19th century and will study the darker side of Romanticism while exploring the horror story genre, reading selections from author such as Edgar Allan Poe. Literature from the Civil War Era and stories of slavery such as an excerpt from the *Narrative of the Life of Frederick Douglass* will be analyzed. Post-Civil War literature pertaining to Native Americans, pioneers, settlers, and women is also addressed. A unit on the Age of Realism focuses on the authors Mark Twain and Bret Harte. Students will also compare and contrast works on Realism and Naturalism by focusing on the works of Jack London and Beck Weathers. Students will explore the Modern Era by reading a collection of poetry and modern American fiction works, including short stories and speeches. Students will learn about the Harlem Renaissance by reading and studying essays and poems from that era. Finally, the course will conclude with a study of the Contemporary Period, where students will read many different genres of literature, including poetry, drama, fiction, and nonfiction. Students will complete the course with a deeper understanding of the major contributions literature has made in the development of our country. **Pre-Requisites:** English 9; English 10

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## British Literature

British Literature provides students with a survey of British literature that includes texts from the Anglo-Saxon and Medieval eras, the English Renaissance, and the Restoration and Enlightenment eras. The second half of the course provides students with a survey of English texts from the Romantic Era, the Victorian Era, and the Modernist Era, as well as the mid to late 20th century (1900 C.E. - present). Readings in the course include *Beowulf*, Chaucer's *Canterbury Tales*, Shakespeare's *Macbeth*, and Swift's *Gulliver's Travels*. Students will wrap up the course by studying works from both the Modernist Era and the mid to late 20th century. Through a wide range of writing and thinking exercises, British Literature offers students numerous chances to understand, analyze, synthesize, and evaluate the texts they read. The readings for each unit will impart various themes, including historical context presented in those texts. By the end of the course, students will be able to think critically and communicate effectively with regard to the works covered in the texts and the eras encompassed by those works. **Pre-Requisites:** English 9; English 10; American Literature

**Delivery Mode**  
BC

**Credit**  
BC: 1.0

NCAA Approved

## Literary Explorations

The literature of the world is connected in one way or another. From the philosophical writings of the ancient world to the contemporary novels of today, literature is linked in a global, timeless communication that will continue on into the future. Literary Explorations attempts to pinpoint and analyze some of these connections. Whether it is the wisdom of Plato, the predictions of Orwell, or the imagination of Tolkien, avid readers can find similar themes, ideas, and truths that help to define the world around us. By identifying linkages in literature, readers may find themselves making their own connections by observing the world around them, watching films or television, reading the newspaper, and conversing with others. Readings in the course include Lowry's *The Giver*, *Gathering Blue*, and *Messenger*; Rand's *Anthem*; Bradbury's *Fahrenheit 451*; Orwell's *Animal Farm* and *1984*; Skinner's *Walden Two*; Raffel's translation of *Beowulf*; and Tolkien's *The Hobbit* and *The Lord of the Rings* trilogy. **Pre-Requisites:** English 9; English 10; American Literature

**Delivery Mode**  
VC

**Credit**  
VC: 1.0

NCAA Approved

## AP English Literature

Maturity of Thought - Devotedness to Learning - Willingness to Transcend: These are the core tenants of Advanced Placement English Literature. An adherence to these will allow one to become a distinguished student of literature, composition, and everything in between. This course follows all of the curricular guidelines set forth by the College Board's AP Course Description, and will allow students to study key authors, ideologies, and contexts while responding in writing. Students may receive college credit based upon completion of the course and a sufficient score on the AP Exam. This course is designed to teach students college level writing coupled with a distinct understanding of various literary genres. The introduction into these genres will take the class near and far, studying authors, poets, and dramatists of varied cultures and eras. A well-rounded education of literature sets students free to study the influence of an author's work in their historical and cultural situation, as well as our own. As the author, their history, and their influence are studied, the student's responsibility then, is to respond. Writing, discussion, and personal analysis will be the main modes of response. In order to study a piece of literature through

**Delivery Mode**  
VC

**Credit**  
VC: 1.0

NCAA Approved

critical analysis, a student must be able to understand, explain, and evaluate a text on a variety of levels, genres, styles, and contexts, vocabulary, syntax, mechanics, and figurative language. These things and more will all be an important part to the collaborative study of literature. **Pre-Requisites:** English 9; English 10; American Literature; B letter grade or higher in previous English courses

### Classical Mythology

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This course establishes a solid foundation for the study of classical mythology by providing concise histories of Ancient Greece, Ancient Rome, and the European Renaissance. Learners will read a variety of myths that introduce characters such as gods, goddesses, monsters, heroes, and other deities. Vocabulary that derives from Greek and Latin words will be introduced. Lessons will examine how mythology is incorporated into our Western culture through the naming of planets, weeks, weekdays, and so on. Artwork, poems, and music will also be explored in terms of classical references. Learners will demonstrate their knowledge of the content through a variety of writing assignments, including a compare and contrast research paper; characterization; letter, myth, and critique writing; and the creation of an advertisement and collage. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
NCAA Approved

### Global Mythology

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Global Mythology offers students an interactive way to learn about myths found throughout the world. Each unit focuses on a particular region and its culture: Europe – Greek and Roman culture; Asia – Asian culture; North and South American – Native American culture; Africa – African and Egyptian culture; and Australian culture. Students will carefully study these cultures and their myths, which will introduce a variety of characters such as gods, goddesses, monsters, heroes, and deities. Mythical places and sacred locations will also be examined, and relevant vocabulary words will be introduced. Lessons will analyze how mythology is incorporated into our Western culture. Artwork, poems, and music from relevant cultures will also be incorporated. Learners will demonstrate knowledge of content through a variety of writing assignments. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
NCAA Approved

### Essentials of English Usage

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Essentials of English Usage serves as an introductory or a refresher course to grammar, and covers effective writing, sentence skills, parts of speech, modifiers and parallelism, punctuation and mechanics, and word usage. Students will master standard English so they can succeed in the classroom, the workplace, college, or a technical area. Students will also build a working vocabulary throughout the course. **Pre-Requisites:** None

**Delivery Mode**  
VC (Fall Only); BC  
**Credit**  
VC: 0.5  
BC: 0.5

### Introduction to Short Stories

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In this course, students will read various short stories and will learn about the literary elements of plot, character, point of view, and setting, as well as suspense and irony. Students will become acquainted with the compact nature of the short story literary form and each author's ability to weave exciting, interesting narratives in such short, tight spaces. Students will also learn the importance of being concise and will recognize that good literature does not necessarily have to be lengthy in order to be captivating. **Pre-Requisites:** None

**Delivery Mode**  
VC (Spring only); BC  
**Credit**  
VC: 0.5  
BC: 0.5  
NCAA Approved

### African American Literature

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In this course, students are invited to travel through the various cultural periods of African American literature. This course explores the narratives of Africans and African Americans who have made significant contributions that have shaped the world. Students will be exposed to African American literature and culture, from the past to the present, and will learn how this literature has been used to strive toward a better future for all African Americans. Students will begin the course by learning about the period from prehistory to 1750. The course then examines African American literature in the pre- and post-Civil War eras. The course finishes with modern selections from such writers as Martin Luther King, Jr., Ida B. Wells, Langston Hughes, Maya Angelou, and Queen Latifah. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
NCAA Approved

## Young Adult Literature

This course will give students the opportunity to become lifelong readers by being exposed to quality young adult literature (YAL) and by being able to connect to teenage protagonists. Various themes and coming of age issues will be addressed throughout this course making the literature relatable and interesting. Today, 21st century students face different issue than 20th century teenagers, and there is a plethora of YAL that can help the teens of today cope and resolve conflict in their own lives. The course will explore themes of alienation, family issues, self-discovery, relationships, and survival. Young Adult Literature has a heavy reading load, and will require students to read outside of class. **Pre-Requisites:** English 9; English 10

**Delivery Mode**  
VC

**Credit**  
VC: 1.0

## Technical Writing

This course will introduce written communication skills that are needed specifically in business and industry. Technical Writing enables students to understand the different documents required in a business environment. While studying rules of grammar and mechanics, students will apply newly learned skills to perfect their technical writing abilities. Varied assessments will provide students the opportunity to properly format sample technical documents. Students will demonstrate knowledge of content through a variety of assignments such as journal writing, attaching documents and e-mails, directional writing, memoir, and letter writing. **Pre-Requisites:** None

**Delivery Mode**  
VC (Fall Only); BC

**Credit**  
VC: 0.5  
BC: 0.5

## Creative Writing

Creative Writing is a workshop course in which students discover, analyze, and apply the methods and styles used in various forms of fiction, creative non-fiction, drama, and poetry. It emphasizes experimentation, practice, and taking cues from published writers and poets. The course also gives students the opportunity to express themselves while learning different genres and writing rules. Writing is a craft, a process, and a form of art in itself. Creative Writing not only provides all participants with an opportunity to express themselves, but also supplies focus on word choice, diction, form, editing, idea generation, and other skills useful in nonfiction writing. The one way to become a good writer is by writing, and students will do a great deal of writing in this course. **Pre-Requisites:** None

**Delivery Mode**  
VC (Spring Only); BC

**Credit**  
VC: 0.5  
BC: 0.5

NCAA Approved

## Mathematics

Four credits in Mathematics, including Algebra I, are required for graduation.

### Pre-Algebra

Pre-Algebra teaches students about expressions, integers, equations, inequalities, decimals, factors, fractions, exponents, ratios, proportions, and percents. In the second half of the course, students will work with equations and inequalities, linear functions and graphing, data analysis and probability, and polynomials. There is an emphasis on the use of technology, problem solving, critical thinking, and reasoning. The course provides students with an introduction to geometry and a solid foundation for Algebra I. **Pre-Requisites:** None

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

### Algebra I

Algebra I is an exploration of variables, function patterns, graphs, and equations. Students are expected to describe and translate graphic, algebraic, numeric, and verbal representations of relations and use those representations to solve problems. The second half of the course introduces students to rational numbers, systems of equations and inequalities, exponential functions, factoring, and quadratic equations and functions. Algebra I provides a solid foundation for further study in mathematics by helping students develop computational, procedural, and problem solving skills. Upon completion of Algebra I, students will be required to take the Keystone Algebra I exam. **Pre-Requisites:** Pre-Algebra

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## Geometry

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Geometry investigates points, lines, planes, reasoning and proof, parallel and perpendicular lines, relationships within triangles, and quadrilaterals. Other topics investigated include similarity, right triangles and trigonometry, transformations, area, surface area, volume, and circles. Technology is stressed and integrated into lessons and exercises throughout the course in order to improve students' overall understanding and performance of geometric concepts. Goals in the study of geometry are the development of reasoning ability, problem solving, and critical thinking.

**Pre-Requisites:** Pre-Algebra; Algebra I

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## Algebra II

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In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students will become proficient at solving equations and inequalities. Students extend their knowledge of algebraic expressions, absolute value, functions, and graphs. Writing and graphing linear equations and inequalities, and studying problems which solve systems of equations, inequalities, quadratic expressions, and complex numbers is a major component of this course. Rational expressions, roots and radicals, operations with complex numbers, and quadratic equations are covered in the second half of the course. In addition, students explore trigonometric functions, sequences and series, probability, and matrices.

**Pre-Requisites:** Pre-Algebra; Algebra I

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## Trigonometry

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This course begins by covering basic fundamentals of trigonometry. It accelerates quickly into more advanced trigonometry applications that encompass principles of science, technology, and engineering. Students will explore concepts from radian and degree measurement to unit circles, trigonometric functions, and sine and cosine functions. **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Algebra II

**Delivery Mode**  
VC

**Credit**  
VC: 1.0

NCAA Approved

## Statistics

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This course teaches methods and terminologies of descriptive and inferential statistics. Students who complete this course will be able to conduct their own analyses of standard one-sample or two-sample data sets, follow statistical reasoning, and read statistical reports with understanding. Additional topics include association and regression, causation and evidence, and probability. Introductory topics in linear regression and analysis of variance will also be discussed. A college-level textbook is utilized for this course. Students are also encouraged to take the course concurrently with Pre-Calculus or Calculus when possible. **Pre-Requisites:** Pre-Algebra; Algebra I; Algebra II; Grade of B or higher in Algebra II or strong recommendation of teacher

**Delivery Mode**  
VC

**Credit**  
VC: 1.0

NCAA Approved

## Pre-Calculus

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In Pre-Calculus, students develop a deeper understanding of functions and their graphs. The function types covered in depth in this course include polynomial, rational, exponential, logarithmic, and trigonometric. Topics covered in relation to polynomial and rational functions include complex numbers, zeroes of polynomial functions, and synthetic division. Some exponential and logarithmic topics discussed are change of base formulas, properties of logs, growth and decay, and logistic growth models. The second half of the course introduces trigonometry topics such as identities, trigonometric equation solving, half-angle and double-angle formulas, the law of sines, and the law of cosines. Students solve linear equalities and inequalities in two and three variables using graphing and algebraic techniques (i.e. substitution, row-echelon, and Gaussian elimination). Infinite series, partial sums of series, and geometric series are introduced and limits are studied. Statistical concepts include probability, the counting principle, and the Binomial Theorem. The course concludes with an in-depth study of conics (i.e. parabolas, hyperbolas, and ellipses). **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Algebra II

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## Calculus

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Students in this course will study the calculus of a single variable. It is a rigorous mathematics course that builds on the student's understanding of polynomial, trigonometric, exponential, and logarithmic functions. These functions are studied intensely through an investigation of limits, derivatives, and integration. Emphasis is placed on real world applications that utilize a numerical, graphical, and analytical approach. **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Algebra II; Pre-Calculus

**Delivery Mode**  
VC

**Credit**  
VC: 1.0

NCAA Approved

## AP Calculus AB

AP Calculus AB is an Advanced Placement course designed to teach a college level calculus class over a full high school academic year by teaching a balanced approach to problem solving using analytical, algebraic, numerical, graphical, and verbal/written methods of representing problems. Students will review a variety of functions and their derivatives. In addition, students will learn how to apply the chain rule and implicit differentiation. The Mean Value Theorem and the Fundamental Theorem of Calculus will be studied in depth. The course concludes with the application of definitive integrals. This course will prepare students to take the AP Calculus AB exam. **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Algebra II; Pre-Calculus; 'A' letter grade recommended in all previous mathematics courses

**Delivery Mode**  
BC  
**Credit**  
BC: 1.0  
**NCAA Approved**

## AP Calculus BC

AP Calculus BC is an Advanced Placement course designed to teach a college level calculus class over a full high school academic year by teaching a balanced approach to problem solving using analytical, algebraic, numerical, graphical, and verbal/written methods of representing problems. Students will review a variety of functions and their derivatives. In addition, students will learn how to apply the chain rule and implicit differentiation. The Mean Value Theorem and the Fundamental Theorem of Calculus will be studied in depth. Students will continue on in the course to study limits, in indeterminate forms, L'Hôpital's Rule, growth rates of functions, and indefinite integrals. A variety of sequences and series, polynomials of infinite degree, and their derivatives and integrals will be examined. Taylor series and MacClaurin series, as well as tests for convergence and divergence will be covered. The course closes with parametric functions, vectors, and polar coordinates. This course will prepare students to take the AP Calculus BC exam. **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Algebra II; Pre-Calculus; 'A' letter grade recommended in all previous mathematics courses

**Delivery Mode**  
BC  
**Credit**  
BC: 1.5  
**NCAA Approved**

## Practical Mathematics

In Practical Mathematics, students will learn valuable math concepts they will use in their daily lives. They will review addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and integers. This course will also teach students how to work with ratios, proportions, and percents. Math skills for business and consumers, the basics of statistics and measurement, and integers will be explored. There will be a focus on problems involving signed numbers and solving equations. In addition, basic geometric concepts including perimeter, area, volume, and circumference will be discussed. Throughout the course, word problems will relate concepts to practical solutions. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 1.0

## Consumer Mathematics

Consumer Mathematics shows students how math is used in everyday life. The course instructs students to calculate earnings from a job, shop for and work with food, buy clothing, manage a household, buy and maintain a car, and help students understand interest rates and car insurance premiums. Basic mathematical skills, including dividing, multiplying, adding and subtracting integers, working with one-step equations, and percentages are all reinforced. Additional topics include home improvement costs, travel expenses, budgets, taxes, banking, and investing. Consumer Mathematics teaches problem solving strategies and alternate methods of computation to solve a wide range of consumer problems. **Pre-Requisites:** Pre-Algebra

**Delivery Mode**  
VC; BC  
**Credit**  
VC: 1.0  
BC: 1.0

## Business Mathematics

In Business Mathematics, students will explore a variety of basic mathematical concepts, including algebraic equations, formulas, and operations using fractions, decimals, and percents. This course will show students how to work with percents to solve application problems and how to understand the mean, median, and mode of a distribution of data. Students will learn to implement real-world applications to solve business math problems, such as those related to banking services, payroll, taxes, and insurance. Students will develop an understanding of buying, markups, selling prices, markdowns, and inventory. In addition, students will learn about simple interest, compound interest, annuities, and loans, while also gaining knowledge of depreciation, stocks, and bonds. Practice problems will promote proficiency in dealing with everyday mathematical transactions. **Pre-Requisites:** Pre-Algebra

**Delivery Mode**  
VC; BC  
**Credit**  
VC: 1.0  
BC: 1.0

## Science

Three credits in Science, including Biology, are required for graduation.

### Biology

Biology covers a wide range of concepts in the field of biology and its four unifying themes. Students will review the scientific method and how it is used in Biology. Students will also discover how various topics of chemistry are incorporated into the field of biology. In addition, students will learn about the cell, including cell structure and function, how cells receive their energy, and how cells grow and divide. Students will enhance their understanding of cells by exploring the concept of genetics. In this part of the course, students will discuss the process of meiosis, Mendelian genetics, and how humans inherit traits. Later topics of exploration include the theory of evolution, including early ideas, how populations evolve, and the history of life on Earth. Students will also discuss the concept of ecology by examining different principles of ecology, interactions that occur within ecosystems, the biosphere, and how humans have affected ecosystems thus far. In addition, the concepts of classification and diversity of organisms will be covered, along with the Linnaean classification system and more modern types of classification. Students will also examine each domain and kingdom, and will then analyze each of the six kingdoms in further detail. Upon completion of this course, students will be required to take the Keystone Biology exam.

**Pre-Requisites:** None

**Delivery Mode**

VC; BC

**Credit**

VC: 1.0

BC: 1.0

**NCAA Approved**

### AP Biology

Advanced Placement (AP) Biology serves as an equivalent to a two-semester introductory college biology course. Students enrolling in this course must have taken Biology in a previous school year; it is not a first year Biology course. Students taking this course may be eligible for college credit upon successful completion of the course and a sufficient score on the AP Biology exam administered by the College Board. This course differs from a traditional high school biology course by the textbooks used, the range and depth of topics covered, laboratory work, and the time and effort required by students. This AP Biology course is structured to the four Big Ideas in Biology as set forth by the College Board. These four Big Ideas include Evolution, Cellular Processes: Energy and Communication, Genetics and Information Transfer, and Interactions. Students will understand how the process of evolution drives the diversity and unity of life. Biological systems that utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis will be examined. Students will develop an understanding of how living systems store, retrieve, transmit, and respond to information essential to life processes. Finally, students will be able to describe how biological systems interact, and these systems and their interactions possess complex properties. **Pre-Requisites:** Physical Science; Biology; one of the following: Physics, Chemistry, or Environmental Science; 'B' letter grade or higher in all previous science courses.

**Delivery Mode**

VC

**Credit**

VC: 1.0

**NCAA Approved**

### Bioinformatics

Bioinformatics was developed by Better Educators of Science for Tomorrow (B.E.S.T.) of the Pittsburgh Supercomputing Center at Carnegie Mellon University. Students will discover how concepts from math, biology, and chemistry are applied to the functions of DNA, RNA, and protein production and function. In addition, students will learn how to make use of the data generated by the Human Genome Project. Students will learn how to search and compare genetic data from different organisms utilizing several DNA and protein identification programs currently being used in medical, forensic, agricultural, and other life science research. The goal of this class is to introduce students interested in pursuing a degree in life sciences to possible career fields that are just beginning to evolve.

**Pre-Requisites:** Algebra I; Biology; Chemistry

**Delivery Mode**

VC

**Credit**

VC: 1.0

**NCAA Approved**

## Earth Science

This course covers many aspects of Earth science, including the nature of scientific investigation, Earth's matter and composition, Earth's chemistry, the history of the Earth, and the dynamics of Earth's changing surface. Early concepts introduced include topics such as Earth's revolution and rotation, as well as the advantages and disadvantages of various renewable and nonrenewable resources. Students will explore rocks and minerals, plate tectonics, volcanoes, earthquakes, weathering, and erosion. The second half of the course investigates freshwater systems on the Earth, the Earth's atmosphere, oceanography, and astronomy. Students will examine the Earth's river systems, groundwater, and glaciers. Then, students will explore Earth's atmosphere, including its composition, movement of heat, compounds, and water vapor. Students will compare the formation of various types of clouds and patterns of air circulation, while also examining the Earth's weather by identifying air masses, fronts, and storms. In studying oceanography, students will explore the Earth's oceans, the properties of salinity, the composition of the ocean floor, and the features of currents and tides. Finally, students will study astronomy by exploring the moon, sun, and solar system, as well as distant stars and galaxies. **Pre-Requisites:** None

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## Fundamentals of Ecology

Fundamentals of Ecology explores the basic concepts of ecology. Students will investigate the many different systems in the environment that make up the world around us. Habitats, biomes, and energy resources are among the topics of discussion. Current case studies and online activities are used to bring the subject matter to life. Fundamentals of Ecology will touch upon ways that humans can influence the environment, which makes it a great precursor to an Environmental Science course. **Pre-Requisites:** None

**Delivery Mode**  
BC

**Credit**  
BC: 0.5

NCAA Approved

## Environmental Science

Environmental Science will introduce students to the scientific method, terrestrial and aquatic ecosystems, biomes of the world, trophic interactions, and nutrient and chemical cycles. Students will discuss the various forms of energy, including both renewable and nonrenewable resources. Students will learn ways in which humans can use the land, and will also explore the impact humans have on the environment. Current events and topics related to today's environment will also be discussed. Ways in which humans can reduce negative environmental consequences will also be explored.

**Pre-Requisites:** None

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 0.5

NCAA Approved

## Physical Science

Physical Science will introduce two areas of study — chemistry and physics. The first half of the course introduces students to the study of chemistry. Throughout their studies, students will investigate topics surrounding matter, atomic structure, bonds, chemical reactions, and the periodic table. The second half of this course entails a concentration on physics. Students will investigate topics involving motion, forces, energy, waves, and electricity. **Pre-Requisites:** Pre-Algebra

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## Chemistry

Chemistry explores many aspects within the subject of chemistry. Students will begin by investigating matter, atomic structure, and the periodic table. The role of electrons with respect to ionic, metallic, and covalent bonding is then explored. Students will also demonstrate the ability to name and to write formulas for ionic compounds, molecular compounds, and acids and bases. Mole-mass relationships and mole-volume relationships will be analyzed. In the second half of Chemistry, students investigate subjects such as chemical reaction, stoichiometry, and the different states of matter. The behavior of gases, aqueous systems, and solutions will then be explored. Students will continue their study of chemistry by focusing on thermochemistry, reaction rates, and equilibrium. Finally, students will analyze acid and base theories, as well as oxidation-reduction reactions. In addition to virtual experiences, the lessons in this course will provide students with hands-on lab experience through various inquiry activities and mini-labs that can easily be performed in the home. These experiences encourage skills necessary for critical thinking. **Pre-Requisites:** Biology; Pre-Algebra; Algebra I

**Delivery Mode**  
VC; BC

**Credit**  
VC: 1.0  
BC: 1.0

NCAA Approved

## Introduction to Physics

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Introduction to Physics introduces students to algebra-based physics. Students begin by learning the fundamentals of the subject, including topics such as units and basic problem solving. The course covers concepts such as mass, acceleration, velocity, motion, forces, and machines. Students are then introduced to Newton's Laws of Motion and will apply them to a variety of situations. This course incorporates the energy perspective into the study of motion, introducing students to the important concepts of work, energy, and power. The discussion includes potential energy, the concepts of linear momentum, and impulse. Moving further into the course, students continue to explore physics through the study of gravity, projectile motion, and Kepler's Laws of Planetary Motion. The nature of matter and atomic structure will be studied, and students learn how the laws of physics apply on an atomic level. Students are introduced to thermodynamics, mechanical and electromagnetic waves, and the Doppler Effect. The course finishes with a look at electricity, magnetism, and optics, including a study of mirrors and lenses. **Pre-Requisites:** Pre-Algebra; Algebra I

**Delivery Mode**  
BC  
**Credit**  
BC: 1.0  
**NCAA Approved**

## Physics

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In this course, students will cover topics related to algebraic analysis of classical mechanics including vectors, one- and two-dimensional kinematics, Newton's laws of motion, energy, work, power, momentum, waves, optics and electricity. Students will investigate and find solutions to problems involving these topics. There will also be online labs, simulations, and animations completed through the course textbooks. **Pre-Requisites:** Pre-Algebra; Algebra I; Algebra II

**Delivery Mode**  
VC; BC  
**Credit**  
VC: 1.0  
BC: 1.0  
**NCAA Approved**

## Astronomy

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Students will begin Astronomy by taking an in-depth look into the night sky. Students will learn about the stars, constellations, and phases of the Moon. The course will then discuss the cycles of the Sun, which influence the Earth's climate. Students will become familiar with the origin of modern day astronomy as they learn about modern methods of measurement and observation, ground-based and space-based astronomy, and ancient instruments and techniques for observation. There will be concentration on solar activity, classification of stars, star formation, and the death of a star. The second half of Astronomy takes a step outside planet Earth and takes an in-depth look at the discovery and exploration of the Milky Way galaxy. Students will analyze the Big Bang theory and evidence that supports the creation of our solar system. Students will then explore the creation and properties of terrestrial and gaseous planets, recognizing what makes each planet unique. Lastly, students will explore foreign bodies of the solar system, such as meteors, asteroids, comets, and asteroid and comet impacts. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 1.0  
**NCAA Approved**

## Cutting Edge Science

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This course explores four popular topics in the biological sciences: epidemiology, forensics, sports medicine, and stem cell research. Students will learn about new trends in research and technology in these areas, and how each of these fields impact their everyday life. The epidemiology portion will explore health and disease within a population, with students learning how to utilize data to solve real world issues. Forensics will offer students the opportunity to utilize analytical science, biology, and anatomy to discover how crime scene investigations work. In sports medicine, students will learn about anatomy of the human body, injury prevention, and rehabilitation of an injury. Finally, in stem cell research, different types of stem cells, modern research methods, and alternatives to stem cells will be investigated. **Pre-Requisites:** Biology

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## CES: Biotechnology

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This study of biotechnology is divided into two units. The first section provides background on the basics of biotechnology and includes its historical context, laboratory equipment, techniques, and safety criteria, and gives a comparison between research and production laboratories. The unit concludes with a review of basic chemistry and comparative cellular and molecular biology concepts. The second section presents more advanced topics and the current application of biotechnology. These topics include the structure and functions of proteins, genetic sequencing, polymerase chain reactions, genetic transformation, and the use of antibodies in biotechnology. The second unit culminates by introducing professionalism and a sample of the careers available in the field of biotechnology. **Pre-Requisites:** Biology

**Delivery Mode**  
AC  
**Credit**  
AC: 0.25  
**NCAA Approved**

### CES: Epidemiology

Epidemiology is the study of health and disease within a population. In this two-unit course, students will look at different ways to collect and analyze data and explore how to best communicate results. Starting with the example of Dr. John Snow and the cholera outbreak in the 1800s, students will look at a number of case studies surrounding disease control and apply them to the population's current health status. There will also be a concentration on the different types of data used in epidemiology. The course will discuss the use of this data to determine the health of a population. The final step will be to determine the possible need for public policies and to establish a goal to improve the health status within a population. **Pre-Requisites:** Biology

**Delivery Mode**  
AC  
**Credit**  
AC: 0.25  
**NCAA Approved**

### CES: Forensic Science

Forensic Science, a two-unit course, will introduce students to the fascinating worlds of crime scene investigation and laboratory science. Students will learn the fundamental procedures involved in investigating and processing forensic evidence. They will explore historic and theoretical crime scenes and apply the procedural methods required for examination, collection, and documentation of evidence. They will also explore the forensics lab to learn about testing methods, equipment, safety measures, and results interpretation. Additionally, students will explore the various fields and careers in forensic science. **Pre-Requisites:** Biology

**Delivery Mode**  
AC  
**Credit**  
AC: 0.25  
**NCAA Approved**

### CES: Sports Medicine

This two-unit course is an introduction to sports medicine that will provide students with basic knowledge about the field of sports medicine, the anatomy of the body, and common injuries that occur in sports. The first half of the course deals with the anatomy of the body and techniques used in sports medicine to train and strengthen the body. The second half helps students better understand how injuries occur and what treatment options are available. **Pre-Requisites:** Biology

**Delivery Mode**  
AC  
**Credit**  
AC: 0.25

### CES: Stem Cell Research

Stem Cell Research, a two-unit course, will introduce students to the fascinating world of stem cells. Students will learn the basic terminology used in this field. The course discusses the different types of stem cells, as well as the controversies surrounding the use of human embryonic stem cells. Additionally, the course will examine possibilities that may be in store for the treatment of disease using stem cell therapy. The first unit emphasizes the impact of modern research methods and resources on stem cell research and explores some challenges that still exist in the field. Students will learn the advantages, disadvantages, and limitations of stem cell research. This section concludes with an examination of the possible alternate sources of stem cells. The second unit examines the applications and the roles of stem cell research, particularly in the topics of leukemia, spinal cord injuries, Alzheimer's disease, cord blood, and drug testing. The course culminates with the investigation of the accuracy, validity, and reliability of scientific research and claims. **Pre-Requisites:** Biology

**Delivery Mode**  
AC  
**Credit**  
AC: 0.25  
**NCAA Approved**

### CES: Emerging Genetics

The first portion of this two-unit course provides students with the basic knowledge necessary to understand genetics and its applications. The introduction offers early discoveries in genetics, such as the contributions of Charles Darwin, Alfred Wallace, and Gregor Mendel. Students will conceptualize and apply Mendelian genetics and advance through the timeline of this field to study the great contributions of James Watson, Francis Crick, Rosalind Franklin, and Maurice Wilkins. With the structure of DNA covered in detail, students will apply this structure to its unique and complex function with the realm of the central dogma and mutations brought to light. The second portion of this course provides students with the basic skills needed to understand molecular genetics and its application to today's society. The introduction consists of learning about techniques such as cloning and hybridization. Gaining an understanding of these techniques will allow the learner to see how they are applied to such areas as GMOs, animal development, cancer studies, DNA fingerprinting, and pharmacogenomics. Throughout this portion, the importance of population genetics and the theory of nature versus nurture will also be stressed. **Pre-Requisites:** Biology

**Delivery Mode**  
AC  
**Credit**  
AC: 0.25  
**NCAA Approved**

## CES: Introduction to Engineering

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Introduction to Engineering provides an overview of the field of engineering and the primary processes and procedures used by engineers. Engineers play a central role in developing products and systems that improve our everyday lives, in areas such as transportation, computing, and medicine. In this course, students will explore each step of the product development cycle, from modeling and prototyping through production. Students will discover the interdependencies between the fields of engineering, science, and technology, and will explore engineering careers that suit their personal interests and abilities. Finally, students will examine the ethical and societal effects of engineering, which play a key role in the development of all engineered products and systems. **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Physical Science

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## CES: Applied Engineering

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Applied Engineering will explore core concepts and practical applications of various engineering fields. The beginning of the course focuses on electrical engineering as it explores energy science, electrical and electronic components, and devices and systems with digital labs to reinforce comprehension. Then, mechanical engineering as it relates to materials science and the physical dynamics of mechanical systems with case studies to support understanding is the next focus. In addition, software and computer engineering is explored, with emphasis on computer languages and coding, networks, and hardware components and systems. The course closes with material on aerospace engineering as it demonstrates multidisciplinary application of the other engineering fields. **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Physical Science; Introduction to Engineering

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## CES: Critical and Creative Thinking

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In this course, students will explore how and why we think critically and creatively and how engineers, scientists, and professionals in other technical careers benefit from developing these skills. Through this course, students will explore and develop their own critical and creative thinking processes as well as engage in their own inquiry, investigation, and discovery. While the course supports the School of Engineering track, it explores a wide range of topics including self-awareness, attitudes and beliefs, and system (holistic) thinking. **Pre-Requisites:** Pre-Algebra; Algebra I; Geometry; Physical Science; Introduction to Engineering

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## Social Studies

Four credits in Social Studies are required for graduation.

### American Explorations

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Students will explore four important parts of United States history in depth. Students will examine the Civil War, World War I, World War II, and the Civil Rights Movement. Each subject will be covered for a nine-week period. Students will be introduced to key events by reading original stories, biographies, classic literature, and primary source documents. The class will use letters, speeches, interviews, song lyrics, photographs, cartoons, and essays by historians to make these time periods come alive. Students will participate in class discussions, design projects, and give class presentations. **Pre-Requisites:** None

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
NCAA Approved

### American History

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American History is designed to help students understand and interpret the history of the United States, and understand the vast scope of complex issues throughout American history. Students will learn about prominent national events as well as historical milestones around the world. The course begins by examining the rise of modern America due to the effects of industrialization. Some of the topics that will be examined are the Progressive Era, American Imperialism, World War I, and The Great Depression. The second half of the year is a study of American History since World War II, and moves through time to the Cold War, the Civil Rights Movement, the Vietnam War, the Post-Vietnam Era, ending with the present. **Pre-Requisites:** None

**Delivery Mode**  
VC; BC  
**Credit**  
VC: 1.0  
BC: 1.0  
NCAA Approved

## AP United States History

Advanced Placement United States history will provide students with a complete and thorough understanding of the 'full circle' nature of American History. By design, American History is inherently a story of cause and effect. The course will be intense, demanding, and ultimately satisfying but there will be a heavy reading and writing expectation. Students are expected to be involved in the learning process and committed to putting forth their best effort. This entails reading and writing on a daily basis, in class, as well as independently. Students should expect between 45 minutes to an hour of homework every night. American History will be approached in a multifaceted method. Students will explore concepts in an analytical manner and emphasis will be placed on achieving a 'true transfer of knowledge'. There will be extensive use of technology throughout the class when it assists in the development and understanding of the concepts of American History. A student may place out of an introductory college history course based upon completion of the course and a satisfactory score on the AP United States History exam.

**Pre-Requisites:** 'B' letter grade or higher in all previous social studies courses

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## African American History

African American History is a survey course that spans the history of America. Students will begin by learning about ancient African society and culture. Their studies will take them through history to the presidency of Barack Obama. Students will explore African traditions as they were passed down from generation to generation. Students will examine the brutal institution of slavery and through primary source readings, will follow the history of slavery through the American Civil War. Other topics include reconstruction, Jim Crow laws, and the Civil Rights Movement. Students will comprehend the long struggle African Americans have endured to secure their constitutional rights. The goal of this course is to show the powerful and influential role of African Americans in US History. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
**NCAA Approved**

## Pennsylvania History

Pennsylvania History will broaden the student's view of the state of Pennsylvania. The course will uncover the different regions, water forms, resources, and inhabitants of Pennsylvania. It will also discuss how Pennsylvanians have many different cultures and religions. This course will take the student back to the days of the early settlers of Pennsylvania and will move through time to discuss contemporary Pennsylvanians, including their economics, values, religions, and government. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
**NCAA Approved**

## 1960s America

Have you ever wondered what life was like in the 1960s? This course allows students to experience the time in which their grandparents lived. It will cover the social, political, and cultural movements and changes that occurred during the decade. Some of the topics explored within this course include the transition from the Happy Days to the Radical Movement, the Vietnam War, and civil rights. The course also focuses on significant headlines of the 1960s that include the assassinations of Robert Kennedy, President John F. Kennedy, and Dr. Martin Luther King, Jr., as well as the Space Race, music of the 1960s, and effects of pop culture. In addition, students will be able to apply and further what they have learned by interviewing neighbors and relatives who lived through the examined time period and events.

**Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
**NCAA Approved**

## Civics

Civics introduces students to the foundation of the democratic government of the United States and investigates the basic principles of this system. The structure of the legislative, executive, and judicial branches of the U.S. government are explored, and students determine how these branches work together. Students will also look at the characteristics of state and local governments throughout the country to examine the organization and responsibilities of these branches. Students analyze their own roles within government by identifying the rights of the citizen. The course continues on to explore the citizen's role within society as a whole. A thorough investigation of the components of the American economy is conducted, including its foundations as well as how it interacts with other economies of the world. Finally, students will examine the United States in the context of world politics by studying foreign policy and the future of the U.S. in today's world. **Pre-Requisites:** None

**Delivery Mode**  
VC; BC  
**Credit**  
VC: 1.0  
BC: 1.0  
**NCAA Approved**

## Tips for being a successful PA Cyber high school student.

- Attend each virtual, blended, or asynchronous class every day.
- Share with your parent or guardian the work that you complete each day.
- Keep close contact with your teachers and Academic Advisor.
- Complete all required reading, assignments, and homework each day.
- Follow the proper pacing for each of your courses.
- Attend all Keystone testing as required.
- Get involved with PA Cyber clubs and other activities.



## Government

Government gives students a basic understanding of how the United States government works. The course introduces students to the American government by way of detailed discussions of the origins, functions, and various forms of government; the principles and foundations of democracy; the historical background of the U.S. government; and the rights and responsibilities afforded by the U.S. Constitution. Students review the three branches of the Federal Government. The various roles of Congress, which include the making of laws, Congress's powers, and its sessions and terms are examined. Students explore the nomination and election processes, presidential powers, and the federal bureaucracy. Students will also learn about the judicial branch of the government, with discussions on the role of the courts, the national court system, and the Supreme Court and its appointment process. The second half of the year introduces the United States legal system and the role of police, courts, and the corrections system. Rights and freedoms including freedom of religion, freedom of speech and press, freedom of assembly and petition, and various interpretations of those rights will be analyzed. Students will then move on to learn about the U.S. political system, political parties, and political processes at the federal, state, and local levels. They will compare the political and economic systems of capitalism, socialism, and communism, and will analyze the role of the United States in international relations. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 1.0  
**NCAA Approved**

## Economics

Basic economic theory and its effects on everyday life are the foundation of this course. Students will learn about basic economic features such as scarcity, opportunity cost, efficiency, and trade-offs, as well as the factors of production: land, labor, and capital. Students gain an understanding of the free market system as opposed to other economic systems. Considerable focus will be put on the laws of supply and demand. In addition, students will explore various types of market structures and the government's involvement in these structures. The second half of the year provides the learner with an opportunity to explore the world of money, banking, and finance; understand how economic performance is measured; examine the ways that the government obtains and spends resources; and analyze international trade and economic development. **Pre-Requisites:** None

**Delivery Mode**  
VC; BC  
**Credit**  
VC: 1.0  
BC: 1.0  
**NCAA Approved**

## Cultural Explorations

Students will explore important and culturally significant time periods in World History. Each topic will be covered in depth for a nine-week period. Students will study Ancient Greece, Ancient Rome, The Ancient Americas (Maya, Aztec, and Inca), and The Middle Ages. Students will be introduced to the time periods by reading original historical fiction. Biographies, classic literature, and primary source documents will be used to highlight important people and events. Students will participate in class discussions, design projects, and give class presentations. **Pre-Requisites:** None

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## World Cultures

World Cultures explores the geography, history, and cultures of the world. During the course of the year, students will learn how the earliest civilizations developed in each region of the world and how these regions evolved up until the Age of Exploration and the Industrial Revolution. In each unit, students will study the major powers for each historical era. The course will begin with a discussion of the first river valley civilizations that developed in the Middle East, South Asia, East Asia, and North Africa and will focus on pre-history up to 200 B.C. The focus will then move to the Classical Era up to 700 A.D. and will be followed by the exploration of the major empires during the Middle Ages up to 1500 A.D. There will also be a study of the interaction between the different hemispheres up to 1800 A.D. As World Cultures progresses, students continue to examine the geography, history, and culture of the world beginning with the absolutist kings of the 1500s and ending with modern-day world culture. Europe's absolutist kings, revolutionary movements, and the Age of Enlightenment are discussed. Next, students will turn their attention to the Industrial Revolution and to the European empire building in Africa and Asia. The course will then move to an examination of a world at war and will cover the Great War, nationalist movements in Russia and Asia, and World War II in addition to the Cold War, Third World independence, and struggles for democracy. The course will end by exploring current global issues such as terrorism, technology, and the global economy. Upon completion of this course, students will have gained a well-rounded, informed understanding of the world around them. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 1.0  
**NCAA Approved**

## World Geography

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Geography introduces students to basic principles and tools of geography, which will be used to examine the world as a geographer. Students will explore the physical and human geographical aspects of the United States and Canada in order to analyze cultures based on their surroundings. From there, the geography of Latin America will be explored. This course will then take students on a journey across the Atlantic Ocean to survey the land and people of Europe. Russia and the Republics surrounding the country will be studied by detailing various geographical aspects of this land. The second half of the year surveys the physical and human geographic components of Africa. The focus then shifts to Southwest Asia and an exploration of its physical features, culture, resources, and current issues. World Geography concludes in Southeast Asia, Oceania, and Antarctica, where students will learn about the landscape and human impacts on these areas while noting contemporary problems facing these regions.

**Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 1.0  
**NCAA Approved**

## Ancient History

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Ancient History explores political, cultural, and economic themes that occurred from the beginnings of known history in ancient civilizations throughout Africa, the Americas, Asia, and Europe to the 1500s. Other topics discussed in the framework of Ancient History will be war, art, science and technology, religion and philosophy, and daily life through both individual narratives and collective experiences. These themes and topics will be considered to develop knowledge about the past and to relate ancient history to the development of the world today. **Pre-Requisites:** None

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## World History

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World History covers the events, people, and places from the year 1500 A.D. to the contemporary world. Students will learn about world history by exploring its relevance; by studying living history; and by identifying the significance of a person, place, or event. The importance of understanding the role that geography plays in world history will also be studied. In this wide-ranging course, students will learn how the world and its inhabitants were shaped over time. Students will also study historical tools that will shape their thinking to foster an appreciation for the history they are living. History is only useful if we study the past to learn for the future. The second half of World History asks students to analyze the events, people, and places from the early 1900s to the modern day world. This course focuses on world events including World War I, the Great Depression and its effects on the world, and World War II. Post-World War II Asian successes and challenges are discussed in addition to Africa's independence and challenges. Students will also learn about nationalism, war and peace in the Middle East, modern day Latin and South America, and the end of the Cold War. **Pre-Requisites:** None

**Delivery Mode**  
VC; BC  
**Credit**  
VC: 1.0  
BC: 1.0  
**NCAA Approved**

## Psychology

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Psychology, the science that reflects people's need to explain and control their behavior, will be explored in depth in this course, which includes extensive readings, various tests, research projects, and writing assignments. Topics will include physical, psychological, and personality development from birth to death, learning processes, and numerous – and often conflicting – theories on almost all subject areas.

**Pre-Requisites:** None

**Delivery Mode**  
VC (Fall Only); BC  
**Credit**  
VC: 0.5  
BC: 0.5  
**NCAA Approved**

## Sociology

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Sociology is an introduction to the scientific study of a rich variety of sociological topics. Students will focus on the processes and components of concepts such as the meaning, agents, and function of culture and social structures, as well as the dynamics of social inequality and the functions and characteristics of social institutions. Throughout this course, students will use and develop reading, writing, discussion, research, and study skills. Tests, sociological projects, and research papers will evaluate each student's performance. **Pre-Requisites:** None

**Delivery Mode**  
VC (Spring Only); BC  
**Credit**  
VC: 0.5  
BC: 0.5  
**NCAA Approved**

## Introduction to Law

Introduction to Law will offer students the opportunity to explore all aspects of the United States legal system, from its fundamental ideas to its guiding principles. The emphasis throughout the course is examining the reasons why a society and its members must adhere to the legal system while thinking critically and evaluating tenets of the law. **Pre-Requisites:** None

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
NCAA Approved

## Criminal and Consumer Law

Criminal and Consumer Law is designed to help students understand various laws that will touch their lives. The course covers the practical aspects of criminal and consumer laws, with an emphasis on individual rights. Students will gain important knowledge about the law, in general, and its role in protecting them as citizens and consumers. **Pre-Requisites:** Introduction to Law

**Delivery Mode**  
BC  
**Credit**  
BC: 0.5  
NCAA Approved

## Fine Arts

Two credits in Fine Arts are required for graduation.

### Arts Alive

Arts Alive exposes students to various art forms, such as visual arts, music, literary arts, dance, theatre, media arts, filmmaking, and the different media and processes of making art. The course's lessons and activities increase students' awareness and appreciation of art. A majority of the activities involve reading and writing responses to summarize or present students' thoughts about particular artists or forms of art. Examples of some of the projects or activities include: compare and contrast essays about artists and their artwork, designing an illuminated letter, creating a poem, and playing interactive games on art websites. Additional examples of course activities include: planning a thematic dance performance, preparing to capture an important event on video, and explaining the stages of creating pottery.

**Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0

### Art History

Art History is an introductory art course that focuses on the art and architecture of the ancient Near East and Europe. The course begins with a brief overview of the fundamental methods of art; the meaning, purposes, and styles of art; the art elements and principles of design; and the various media used to create artwork. It then follows a chronological timeline. The timeline shows how art and world events have influenced each other from the prehistoric period to the early medieval era. There is a large focus on the art and architecture of Europe and North America. Particular emphasis centers on viewing works of art within their historical and cultural context so that students learn to understand how these key achievements relate to the past and present world. **Pre-Requisites:** None

**Delivery Mode**  
VC; AC  
**Credit**  
VC: 1.0  
AC: 1.0

### Cinematic Review

Cinematic Review introduces students to the filmmaking process. The course explores the technology that makes a film, analyzing the filmmaking process from beginning to end, and builds an aesthetic appreciation of films. Various mainstream and art films will be discussed for their art, technology, and marketing success, or lack thereof. Students will develop a better appreciation of the movie-making process, learn how marketing can make or break a film, and discuss the ever-changing technology that can make anyone a filmmaker. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

### Drawing

This course spotlights drawing as a form of communication and introduces students to the elements and principles of art through hands-on activities. Students will sharpen their observation skills using a variety of art media, including graphite, charcoal, pastel, and collage materials. Through practice and experimentation, students will become adept at using basic drawing techniques and processes to depict the world around them, as well as to express their thoughts and feelings. In order to provide a comprehensive study of drawing, this course will analyze and interpret drawings created by others, introduce the concepts of aesthetics and art criticism, and explore the practical application of drawing in a variety of careers. Virtual field trips to art museums and artists' studios, as well as methods to build, organize, and maintain an artist's portfolio, are included in this course. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## Fashion Design

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Fashion Design is an advanced level course for students interested in learning the intricate process of how the fashion system works. This is an in-depth study of the fashion business in sequential order from concept to consumer. The fashion business is a series of buying supplies, creating and developing a new product, and marketing the product. The fashion business includes all the processes involved with producing raw materials, apparel, and accessories, and the retail stores that sell fashion merchandise to the public. It is important for executives in the fashion industry to know how all of these processes interrelate. Students will learn that the decision making process is complex and not just about the latest designers, styles, or trends of an era. Particular emphasis will be on planning, manufacturing, and marketing processes throughout history. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## Graphic Design

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Graphic Design provides students with a foundation in design basics and introduces students to the field of graphic design. The history of graphic design is explored, while students learn about famous graphic designers, see how the tools and technology used by designers have evolved, and discover how designers use the elements and principles of art and design to create successful pieces. The course introduces typography and demonstrates how to creatively use type. Students will also be shown how to work with different types of layouts, a grid system, and advanced design concepts, such as minimalism. The design process is investigated and utilized, which includes creativity, planning, visualizing, and constructing images through many different projects in which students create logos, business cards, letterheads, envelopes, mailers, flyers, posters, brochures, magazine layouts, and package designs. The course also covers concepts such as branding and advertising, while delving into the printing process, so that students can see how design projects are completed from start to finish. Finally, students will explore non-print design work, such as Web design and multimedia. Students will also look at various jobs in graphic design and explore the steps they can take, such as internships, networking, and creating a portfolio and résumé, to gain a successful career as a graphic designer. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## Introduction to Music Theory

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This course is recommended for students who plan to pursue music at a post-secondary level. Students will explore in-depth elements of music, from the essential building blocks to advanced analytical devices, which will help students sharpen their musical skills. This course will lead to a thorough understanding of music composition and theory. Concepts covered include melodic, rhythmic, and harmonic materials; musical structure and form; and composition and analysis. Students will develop a fundamental understanding of music notation and structures in music. Additional topics covered include techniques of music notation, musical acoustics and instrumentation, rhythm and meter, pitch collections and modes, intervals and tuning theory, melodic structure and types of musical texture, an introduction to counterpoint, and the structure and identification of chords. **Pre-Requisites:** Ability to read music

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## Theatre

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Theatre will familiarize the student with the historical background of theatre, as well as the basic elements of acting. Learners will study stage lighting, sound, costume, and makeup. Students will learn to apply voice and gesture skills in pantomimed and improvised scenarios. The responsibilities of the producer and director of a theatre production will be discussed, in addition to the duties of the equipment and technical crews. The diversity of this course provides opportunities for the involvement of all students, regardless of experience and abilities. Theatre promotes unity, inquiry, and critical and constructive thought, as well as skills of comparison, problem-solving, interpretation, judgment, and research. Students are encouraged to investigate old and new ideas by exploring, discovering, creating, and clarifying their perceptions and knowledge. This course covers the art of character analysis and a variety of acting techniques, as well as the technical elements of theatre, such as sets, costumes, makeup, and special effects. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0

## The History and Development of Jazz

Jazz is a unique American art form considered by many to be among our nation's most important cultural contributions to the world. This course examines the development of jazz, from the sounds of Dixieland, through bebop and modern jazz, to today's popular fusions of traditional jazz with rock, hip-hop, and other emerging styles. Students will develop a full understanding of the trends, artists, and artistry that influenced the evolution of jazz, and gain a deeper appreciation of jazz's unique and prominent position in the history of music. **Pre-Requisites:** None

**Delivery Mode**  
AC

**Credit**  
AC: 0.5

## The Study of Contemporary Music

The Study of Contemporary Music introduces and explores the roots of contemporary American music. This course will focus on the social, technological, and artistic trends that helped create and shape music of the 1920s through present time. Learners will explore various genres and periods of music, including the early development of rock and roll in the 1950s, the evolution of popular music, the British invasion of the 1960s, and the many "mutations" of rock music in the 1970s. The second half of the course continues to explore the roots of contemporary American music. After completing this course, students will have gained a deeper understanding and appreciation for various forms of contemporary music, ranging from rock to jazz to country. Students will explore the history of each form and the role of music in the modern world. **Pre-Requisites:** None

**Delivery Mode**  
VC; AC

**Credit**  
VC: 1.0  
AC: 1.0

## World Languages

3.5 credits in Elective are required for graduation. World Languages can count toward elective and/or fine arts credit.

### Spanish I

Spanish I provides the student with a strong foundation of the Spanish language and its cultural influences. Lessons incorporate pronunciation, basic grammar, and practical vocabulary components to give the student a fundamental understanding of written and conversational Spanish. Lesson topics include Spanish pronunciation sounds, greetings and introductions, questions, and present tense verb conjugation. Students will also learn how to describe people, school, and pastime activities, in addition to likes and dislikes. In the second half of the course, students will learn to describe their families and express needs and desires when shopping or eating in a restaurant. Students will also learn irregular, present tense verb forms and common preterite tense verb forms. **Pre-Requisites:** None

**Delivery Mode**  
VC; AC

**Credit**  
VC: 1.0  
AC: 1.0

NCAA Approved

### Spanish II

Spanish II introduces complex grammatical components, such as reflexive verbs and the present progressive, preterite and imperfect tenses, along with idiomatic expressions unique to the Spanish language. Lessons will provide themed sets of nouns, verbs, and adjectives that will be used to compose refined dialogue relating to everyday scenarios. Building on an ever-growing lexicon, the student will incorporate concepts to form questions, express preferences and possession, discuss the past, and describe and compare people, places, and locations. As Spanish II progresses, the imperative and subjunctive forms will be practiced, and the student will incorporate concepts to tell stories; describe people, places, and locations; form commands and give suggestions; ask questions and give directions; and express preferences, intentions, and opinions. **Pre-Requisites:** Spanish I

**Delivery Mode**  
VC; AC

**Credit**  
VC: 1.0  
AC: 1.0

NCAA Approved

### Spanish III

Spanish III allows students to acquire a more extensive topical vocabulary in the continued study of the language. Students will gain a higher understanding of complex grammatical structures, verb applications, and idiomatic expressions to increase reading and listening comprehension, as well as fluency in speaking and writing. Students will describe, analyze, summarize, and explain ideas verbally and in writing in the target language. Students will read excerpts from narratives, informational essays, Internet sites, and newspaper articles. They will then answer questions, use the dictionary, and analyze and summarize their readings. Students will practice and develop their reading comprehension and writing skills. **Pre-Requisites:** Spanish I; Spanish II

**Delivery Mode**  
VC; AC

**Credit**  
VC: 1.0  
AC: 1.0

NCAA Approved

## Spanish IV

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This course will refine students' speaking, listening and writing skills, as well as extend their understanding of the Hispanic culture. Students will interact with various resources to continue to build knowledge and apply advanced grammar, syntax, and precise vocabulary to express themselves more accurately in a variety of contexts. Cross-cultural understanding is fostered and real-life applications are emphasized.

**Pre-Requisites:** Spanish I; Spanish II; Spanish III

**Delivery Mode**  
VC

**Credit**  
VC: 1.0

**NCAA Approved**

## AP Spanish

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Advanced Placement Spanish will develop students' listening, reading, speaking, and writing skills, as well as their understanding of Hispanic culture. Students will read and analyze authentic texts, including narratives, novel excerpts, modern articles, Internet resources, and documents concerning current events. Students will also listen to and respond to authentic recordings. Students will practice and apply advanced grammar and syntax, as well as precise vocabulary, to express themselves more accurately in a variety of contexts. This course will prepare students to take the AP Spanish exam. **Pre-Requisites:** Spanish I; Spanish II; Spanish III

**Delivery Mode**  
AC

**Credit**  
AC: 1.0

**NCAA Approved**

## French I

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French I is an introductory course designed for learners who have little or no previous knowledge of the French language and French culture. As they progress through the course, learners will begin to acquire tools necessary for communication in the French language. They will interact with others, and also have the opportunity to present their ideas and interpret texts in French, using recordings, literature, and numerous other resources. This course will prime students' fluency in various communications with reasonable accuracy, such as the ability to greet others and exchange basic information about themselves, school, family, and preferences. They will also be able to describe people, things, and places, as well as talk about and write about daily activities using the present tense. Learners will gain a better understanding of other cultures by exploring the global Francophone community, and they will compare these different cultures to each other's and to their own. In addition to using the present tense to describe one's preferences and daily activities, learners will be able to present and exchange information using the passé composé and imparfait regarding topics such as travel and occupations. **Pre-Requisites:** None

**Delivery Mode**  
VC; AC

**Credit**  
VC: 1.0  
AC: 1.0

**NCAA Approved**

## French II

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In French II, students will have the opportunity to review some of the structures from French I, but they will also build their knowledge of the French language and culture. Some of the structures that learners will review include the present tense of regular and irregular verbs, the passé composé with avoir and être, and adjective agreement and placement. Students will add to their knowledge foundation by employing direct and indirect object pronouns, reflexive verbs in the present tense, passé composé, and imperative mood. They will also learn vocabulary to talk about daily routines, celebrations, past events, and school. Additionally, students will explore the French cities of Paris and Rennes as well as the city of Quebec in Canada. They will also discover meals, sports, and crafts unique to the Francophone world. As French II progresses, students will use new vocabulary to discuss life in the country, outdoor activities, health, vacation, and books and films, students will be introduced to the imparfait and compare it to the passé composé. They will employ the future tense to talk about what will happen, and they will use the conditional and subjunctive moods to express hypothetical situations, necessity, and emotions. Students will be able to compare nouns using the comparative and the superlative. They will also explore the different cultural and culinary attractions of the Senegalese city of Dakar and the southern French city of Nice. **Pre-Requisites:** French I

**Delivery Mode**  
VC; AC

**Credit**  
VC: 1.0  
AC: 1.0

**NCAA Approved**

## French III

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In French III, students will continue to explore the Francophone world, making stops in France, French-speaking Africa, and Francophone regions in the Americas. They will use new vocabulary to talk about school, communication, professions, and to discuss fairy tales and fables. Students will use new vocabulary to discuss outdoor activities, media, environment, travel, government, and the arts. Students will review the present tense, the past tenses (passé composé and imparfait), reflexive verbs, and the subjunctive mood as well as use the future perfect, the simple past, and the past conditional. As the course progresses, Students will apply the subjunctive mood in a variety of new contexts, as well as use the past subjunctive and the passive voice. Students will be exposed to a variety of literary texts that

**Delivery Mode**  
VC; AC

**Credit**  
VC: 1.0  
AC: 1.0

**NCAA Approved**

utilize the structures and vocabulary that they will be learning. Students will also have opportunities to apply these structures to various written and recorded projects throughout the course. They will also review structures studied in previous courses, such as the future tense, the present participle, and the past perfect. **Pre-Requisites:** French I; French II

## French IV

This intermediate-advanced course is geared toward developing a higher level of fluency in French. Students will continue to explore the Francophone world, making stops in France, French-speaking and Francophone regions in Europe and in the Americas. They will use new vocabulary to talk about the news, natural phenomena, environmental issues, politics, government services, fine arts and traveling. Students will review the present, past, and future tenses along with the subjunctive mood. The student will also be able to use prepositions with infinitives, the passive voice, the comparative and superlative as well as the past subjunctive. French literature will play an important role in this course. Students will be exposed to a variety of literary texts that utilize the structures and vocabulary that they will be learning. An opportunity to apply these structures to various written and recorded projects will be applied throughout the course. Vocabulary, grammar, and culture in context through authentic literary and journalistic texts, will be examined over the course of the year. **Pre-Requisites:** French I; French II; French III

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## AP French

Advanced Placement French is designed for the student who already possesses comprehensive knowledge of the French language, as the course's instruction is entirely in French. Students must be generally conversant about Francophone cultures, and be able to apply the language in a variety of contexts and tenses. In Advanced French, students will explore issues within a Francophone framework including the use of information and communication technologies, the political dimension of language, the diversity of French-speaking cultures, global issues, and science and medicine, among others. Students will engage in the topics of the course through authentic written and audiovisual texts and will be expected to reflect on, analyze, and discuss the topics through written and speaking activities. Students will consider the notions of identity, family, community, and contemporary life in a Francophone context through literary and cinematic texts, newspaper and magazine readings, and audiovisual resources. Reviews of grammatical concepts, as well as vocabulary enrichment, are built into each lesson as they pertain to the units' topics and the tasks students are expected to accomplish. This course includes auditory comprehension assessments that require students to listen to audio files and to record themselves speaking. This course will prepare students to take the AP French exam. **Pre-Requisites:** French I; French II; French III

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0  
**NCAA Approved**

## German I

In German I, the student is given a comprehensive introduction to the basic and fundamental skills necessary for expressing common ideas in the German language. The course will begin by introducing the student to the basics of introductory conversation and will build in theme and scope to address topics including daily activities, travel, needs, desires, and preferences in increasingly complex and typical situations. This provides a realistic context for the skills acquired by the student. The course also provides a considerably thorough study of grammatical skills, ranging from the most basic sentences to engaging and creative structures dealing with more interesting situations. Along the way, the student will acquire a familiarity with many of the cultural factors that helped to shape and are shaped by the German language. As the course progresses, students will focus their study on the verb and gain a better understanding of its principal parts, versatility, and variety of tenses across the language. The student will be able to fluidly use verbs across many tenses discerningly upon completion of this course. The case system will also be extensively examined and implemented in an increasingly natural manner with nouns, verbs, and objects. A new case will be introduced to allow for more versatility when talking about possession, time, and dependence. Adjectives will be closely studied as well, with special attention paid to declension across all four cases in a variety of situations. Finally, more natural and practical vocabulary will be studied in this part of the course. There is a significant amount of vocabulary introduced throughout the course, which provides a rich lexicon for communicating a large number of ideas. Throughout the course, a great deal of attention is paid to all of the skills necessary for a full and practical mastery of the language, such as reading, writing, listening, and speaking. Despite its advanced level, this will allow the student to communicate a substantial range of topics, not only in contemporary Germany but also in Europe and in the rest of an interconnected world. **Pre-Requisites:** None

**Delivery Mode**  
VC; AC  
**Credit**  
VC: 1.0  
AC: 1.0  
**NCAA Approved**

## German II

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In German II, the student will receive a comprehensive introduction to nouns and verbs, and previously learned concepts will be reviewed. The case system will also be extensively examined. A study of the verb will be the main focus in this part of the course. Lessons will concentrate on different types of verbs and their conjugations in different grammatical tenses such as present, future, past simple, and present perfect. One of the most challenging aspects of German grammar — verbs with accusative, dative, and genitive prepositions — will be practiced thoroughly. A large amount of new vocabulary and idioms dealing with sports, health, travel, jobs, and the workday will be acquired and practiced through a close study of situational dialogues in every lesson. The student will become familiar with many cultural and social aspects of German life. In the second half of the course, adjectives will be discussed with special focus on their use. All types of pronouns will be extensively examined, with special attention paid to problematic areas. This course will further elaborate upon the use of prepositions and conjunctions. Finally, the course will provide a deep understanding of subordinating clauses, one of the most challenging concepts in German grammar. A large amount of new vocabulary and idioms dealing with traveling, feelings, and German tradition will be acquired and practiced through a close study of situational dialogues in every lesson. **Pre-Requisites:** German I

**Delivery Mode**  
VC; AC  
**Credit**  
VC: 1.0  
AC: 1.0  
**NCAA Approved**

## German III

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The purpose of this course is to enable students to enhance proficiency in German through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with German literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. **Pre-Requisites:** German I; German II

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## German IV

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The purpose of this intermediate-level course is to hone proficiency in German through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with German literature are broadened and several full-length German-language films will be screened and discussed. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. **Pre-Requisites:** German I; German II; German III

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## Latin I

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Latin I will introduce students to Latin through stories about the adventures of a typical Roman family. Students will read along while listening to the story, which will help them practice correct pronunciation. They will discover patterns by reading the stories and will practice applying these patterns through guided exercises. Excerpts about Roman life and the Roman world, as well as popular Roman myths, will give students a glimpse at the historical and cultural background of Rome and how it relates to our world today. As the course progresses, students will continue to read about the adventures of Cornelius and his family. Students will become familiar with more dative and ablative noun uses, as well as noun-adjective agreement. They will thoroughly review regular verbs, and they will learn future, perfect, pluperfect, and future perfect verb tenses and the forms of irregular verbs. Students will correctly use and translate various types of pronouns, and they will recognize 4th and 5th declension nouns. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0  
**NCAA Approved**

## Latin II

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In Latin II, students will read about Cornelius and his family's adventures in Rome. Students will learn about clauses, passive verbs, present passive infinitives, and perfect passive participles. Adverbs and deponent verbs will be covered, as well as numbers, participles, and perfect active infinitive verbs. Students will continue to learn about Roman history throughout the chapters. In the second half of the course, students will continue learning more advanced aspects of Latin grammar. Students will be introduced to more adverbs, along with the irregular verbs "nolo," "malo," and "volo." The structure of questions will be discussed, as will the more complex uses of the dative case. Students will continue to master previously learned material while building their Latin vocabularies and dissecting complex Latin sentences. **Pre-Requisites:** Latin I

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0  
**NCAA Approved**

## Chinese I

Chinese I is an introductory course to Modern Standard Chinese – Mandarin as the spoken language and simplified characters as the written language. Students will also learn the basics of Pinyin for pronunciation purposes. This course introduces a beginner’s vocabulary of Chinese characters using scenario-based examples. Students will also get a glimpse of Chinese tradition and society through cultural tips. As the course progresses, students will continue to expand their vocabulary, using new words in both dialogue and writing assignments. Topics covered in the second half of the course include food, transportation, calling friends, date and time, the four seasons, holidays, and travel. Students will also build upon their grammatical skills while reviewing such concepts as aspect particles, adverbs of degree, and location. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0  
**NCAA Approved**

## Chinese II

Chinese II is a second-level course to Modern Standard Chinese – Mandarin as the spoken language and simplified characters as the written language. Students will review Chinese I content and continue learning Chinese vocabulary in Pinyin and Chinese characters. This course introduces an intermediate-level vocabulary and Chinese characters using scenario-based examples. Students will continue learning about Chinese tradition and society through social tips to become more familiar with Chinese language and culture. In the second half of the course, students will continue to expand their vocabulary, utilizing it in both dialogue and writing assignments. Most lessons in this course continue to introduce simple English-like Chinese grammar. Topics in Chinese II give unique insight into one of the fastest growing, largest economies in the world and give students conversational ability, listening comprehension, and a large volume of vocabulary. **Pre-Requisites:** Chinese I

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0  
**NCAA Approved**

## Introduction to Conversational Italian

This course includes basic pronunciation, essential grammar and practical vocabulary, a brief introduction to Italian culture and history, and a detailed study of Italy’s geography with the help of maps and pictures of the most important cities, monuments, and landmarks. This course is also designed to enrich the vocabulary of students and refine pronunciation by means of dialogues in culturally appropriate contexts and specific situations drawn from daily life. Students will learn to conjugate some fundamental verbs and to pair them with their constantly increasing vocabulary. Immediate communicative practice is provided by combining elements of grammar with conversational opportunities and cultural information. Speaking and listening skills are developed with authentic role-play dialogues in meaningful contexts.

**Pre-Requisites:** None

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## Advanced Conversational Italian

Students will continue to improve their listening and conversational skills through structured dialogues and role-play situations based on daily life contexts. Short stories will be used to enrich vocabulary, strengthen grammar structures, and learn new verbs. Dialogues and readings covering geographical facts, tourism, and travel around Italy will provide a useful, ready-to-use vocabulary for a great number of typical situations. Additionally, Italian art, history, culture, traditions, food, and other authentic materials will be used at various levels to provide contexts for practical listening and conversational practice. Articles and readings will help build a diversified vocabulary and enhance the student’s speaking abilities.

**Pre-Requisites:** Introduction to Conversational Italian

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## Introduction to Conversational Arabic

This course introduces students to the Arabic alphabet, numbers, and fundamentals of the vocabulary and grammar of Modern Standard Arabic. Listening, speaking, reading, and writing are addressed. Interactive multimedia tools are used to develop skills in active listening and oral communication. Language learning is coordinated with exposure to Arab culture. This course is also designed to enrich the vocabulary of students and refine pronunciation by means of dialogues in culturally appropriate contexts and specific situations drawn from daily life. Students will learn to conjugate some fundamental verbs and to pair them with their constantly increasing vocabulary. **Pre-Requisites:** None

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## Advanced Conversational Arabic

Students will improve their listening and conversational skills through structured dialogues and role-play situations based on daily life contexts, continuing from Arabic I. Short stories will be used to enrich vocabulary, strengthen grammar structures, and learn new verbs. Dialogues and readings covering geographical facts, tourism, religion, and travel around Arab world will provide a useful, ready-to-use vocabulary for a great number of typical situations. Additionally, Arabic art, history, culture, traditions, food, and other authentic materials will be used at various levels to provide contexts for practical listening and conversational practice. Articles and readings will help build a diversified vocabulary and enhance the student's speaking abilities. **Pre-Requisites:** Introduction to Conversational Arabic

**Delivery Mode**  
VC  
**Credit**  
VC: 1.0  
**NCAA Approved**

## Physical Education & Health

One credit in Physical Education and 0.5 credit in Health are required for graduation.

### Health

From healthy lifestyles, diets, and exercise to responsibilities within individual families and larger communities, education within the health discipline is pertinent for all. Within this course, students will discover how to make the best decisions when attempting to improve their overall health. Each unit will cover topics that promote a safe, healthy, and active lifestyle. Some subjects that will be discussed throughout the course include the development of life skills; the basics of healthy, positive relationships; the necessity for stable mental health; stress management techniques; nutritional guidelines; and the value of exercise. Students will find this course to be both enjoyable and beneficial because it encompasses important topics that are applicable to their daily lives. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

### Personal Fitness

Personal Fitness teaches students to understand their lifestyles. It instructs students in methods to control their health through nutrition, exercise, and stress management. Students will discover that physical fitness means feeling good and looking good. This course will explore a variety of topics, such as stress, weight control, and nutrition. A cumulative project will allow students to design their own personal fitness programs. Physical activity is required to complete this course. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

### Physical Education 9 -12

Pennsylvania Public School Law requires all students to complete an annual course in physical education. In compliance with the law, the school requires students in grades 9-12 to complete 72 hours of organized, supervised physical activity each school year. Students will receive a physical education kit, which includes a workbook and items to complete different activities. Students are required to complete at least half of their physical education hours using the items they receive in the physical education kit. Students are also required to record their physical education hours in the PA Cyber Physical Education Log. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.25

### Road to Wellness

With increased public awareness concerning the importance of maintaining good health, there is no time like the present to learn about wellness. This course encompasses a variety of topics with a focus on nutrition and physical fitness. Subjects covered include basic nutrition principles, the digestive system, practicing nutrition, new dietary guidelines, label reading, and food safety. Other areas included are the foundation of physical fitness, exercise guidelines, and sports nutrition. This is an exciting and self-motivating course that will inspire students to take the road to wellness. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 1.0

## Business Electives

3.5 credits in Electives are required for graduation. Business, Multimedia, Technology, and General Electives can count toward these credits.

### Introduction to Business

In this course, students will learn their roles as wage earners, consumers, and citizens as they explore the wide, exciting world of business. Course topics range from the extensive use of credit to the role of government in the United States economy. Students will be introduced to insurance, investments, communication, transportation, labor, world trade, and other issues vital to succeeding in today's economy. Tips on career planning and job seeking promise to be especially helpful. **Pre-Requisites:** None

**Delivery Mode**  
VC (Fall Only); AC  
**Credit**  
VC: 0.5  
AC: 0.5

### Money Management

Money Management will offer guidance in responsible money management skills. Topics covered in this course include various methods and approaches to saving and investing money for retirement, developing a sound budget, and eliminating debt. Students will also learn about several types of insurance, career planning, and the ins-and-outs of real estate and mortgages. This course is intended to provide a sound foundation for a lifetime of wise financial decision making. **Pre-Requisites:** None

**Delivery Mode**  
VC (Spring Only); AC  
**Credit**  
VC: 0.5  
AC: 0.5

### Marketing and Advertising

Throughout this course, students will discover the various ways marketing and advertising touch their lives. Students will learn to identify customers' desires and what is needed to create, advertise, and sell products to fit customers' needs. This course will enable students to develop the skills they need as consumers and advertisers. It will also provide a solid foundation for those students contemplating careers in marketing, advertising, or other business related fields. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

### Entrepreneurship

Students enrolled in this course will learn about the fundamentals of planning and operating a business. Students will identify the personal attributes needed to be a successful entrepreneur and will have the opportunity to research various business models. The planning, organizing, directing, and controlling functions of operating a business will also be studied. Students will understand the responsibilities and risks involved in being in charge of an organization. Students will also use their creativity to create and develop a hypothetical business plan using the fundamental information they learned throughout the course. **Pre-Requisites:** None

**Delivery Mode**  
VC (Spring Only)  
**Credit**  
VC: 0.5

## Multimedia & Technology Electives

### Microsoft Office Basics

Microsoft Office Basics will provide students with the skills necessary to operate Microsoft Word and PowerPoint. Students will learn how to use fundamental application features to complete personal, educational, and future job-related tasks. While learning Word, students will create and format business documents, such as letters and reports. They will learn to employ a variety of editing tools, such as cut and paste, and formatting styles, such as tabs, paragraph indentations, headers and footers, font styles and colors, and bullet points. Saving and retrieving documents, as well as using the spelling and grammar checks and inserting columns and tables, will be stressed throughout the course. While learning PowerPoint, students will create slides and presentations using the normal view, the sorter view, and the outline pane. Students also will explore formatting and proofing text, print options, inserting and manipulating objects, creating custom animations, and timing and rehearsal for presentations. **Pre-Requisites:** None

**Delivery Mode**  
AC  
**Credit**  
AC: 0.5

## Computer Aided Drawing and Design

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Computer Aided Drawing and Design will introduce students to the rationale for and basic concepts of technical drawing, including both technical drawing standards common in industry, and the use of CAD software to prepare technical drawings and drafts far more precise than any hand-drawn documents. Students will develop an understanding of the role technical drawings play in the design-development process and understand why they are considered the "universal language of industry." They will learn specialized terminology, standardized methods for producing technical drawings, and the computer's role in expediting the production, editing, storage, and transfer of technical drawings. Students will also learn how CAD is an essential function for smoother, easier business and design communication worldwide. Students will utilize CAD basic drawing principles while progressing through the course, and will compile technical drawings as the software takes the place of the pencil, paper, and drawing instruments. **Pre-Requisites:** None

Delivery Mode  
AC

Credit  
AC: 0.5

## Interactive Game Design

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Do you have a passion for video and computer games? Would you like to learn how to design your own electronic games? Interactive Game Design is an introductory course for any student interested in learning about the creative design process behind electronic games. Students will learn how to create their own game ideas and how to develop those ideas into the full-fledged game design documents that game designers use in the real world. As student continue through the course, they will continue to learn how to design original and creative console and computer games. In this part of the course, students will learn how to properly design user interfaces, effectively use artificial intelligence, create deep characters and compelling stories, properly balance a game for fair play, and effectively market a game. This course will also offer students advice about getting jobs in the game industry, including résumé and portfolio tips, how to get noticed, and where to find contacts within the industry. **Pre-Requisites:** None

Delivery Mode  
AC

Credit  
AC: 1.0

## Introduction to Web Design

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Introduction to Web Design combines learning from the fields of art, technology, and business to introduce students to an exciting and growing profession. The emphasis of this course is on design, not programming, although basic HTML is explored. Students will be introduced to leading-edge tools like Adobe Photoshop and Adobe Flash to understand how to design Web pages, as well as learn practical techniques for working both as a member of a Web design team and independently, all the while focusing on client interaction. **Pre-Requisites:** None

Delivery Mode  
AC

Credit  
AC: 0.5

## Intermediate Web Design

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Intermediate Web Design is constructed to engage students in intermediate-level, Web-based design and development concepts. It will incorporate HTML, CSS, JavaScript, and information design, as well as instruction on image optimization and editing with Adobe Photoshop Elements. This course will also cover server/client architecture, proposal creation for projects involving "real world" clients and scenarios, and the full scope of the production process. In addition, students will learn how to create a fully functional website upon the completion of this course. **Pre-Requisites:** Introduction to Web Design

Delivery Mode  
AC

Credit  
AC: 0.5

## General Electives

### Career Explorations

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Students enrolled Career Explorations will investigate careers that match their strengths, interests, abilities, and values. Students will learn how to prepare for specific jobs and discover what additional training or preparation is needed for a future career path. They will acquire job-seeking skills such as resume-writing, interviewing, time management, and portfolio development. Learners in this course will develop effective communication skills and will generate an action plan for successful school to work transition. This course is designed to give students the tools they need to develop better workplace skills, handle career issues, money management, and balancing work and personal life. **Pre-Requisites:** None

Delivery Mode  
AC

Credit  
AC: 0.5

## College & Career Explorations

This course will familiarize students with the many options available to them after high school. Upon completion of this course, students will have acquired knowledge on planning for higher education, career planning, and managing finances. Specific topics in planning for higher education include applying for scholarships, loans, and grants; affording college; understanding the importance of the PSAT, SAT, and ACT exams, and learning about college fairs and college visits. While career planning, students will write a cover letter and resume, learn how to apply for a job, discuss tips for job interviews, the importance of job shadowing, and how to network with other professionals. Finally, students will also learn how to manage their own finances, including understanding savings and checking accounts, budgeting, taxes, and understanding loans. **Pre-Requisites:** One high school English course; Algebra I

**Delivery Mode**  
VC (Fall Only)

**Credit**  
VC: 0.5

## Family and Consumer Science

Family and Consumer Sciences is designed to provide students with the basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to family, career, and community leadership in America. This course will also include discussions pertaining to family and individual health, relationships, arrangement of personal living space, wardrobe planning and selection, and garment care and construction. Students will learn about child care while focusing on how to select toys and age-appropriate play activities for children; health and safety procedures; nutrition and food selection; and meal planning, preparation, and service. The section on home management will discuss money management; the use of credit and banking services; consumer education; computer use at home, in school, and in the workplace; and career skills. Upon completion of this course, students will have developed basic life skills that promote a positive influence on the quality of life. **Pre-Requisites:** None

**Delivery Mode**  
AC

**Credit**  
AC: 0.5

## Life Skills

Life Skills is designed to provide students with information they will need as they begin the next phase of their life; adulthood. Students will learn that, as an adult, they will leave much of their carefree life behind them as they become more responsible for their own decisions. Throughout the course, students will have the opportunity to begin making some plans for what they want to accomplish in their lives. This course will guide students in figuring out who they are, including their personality, abilities, and interests. The second half of the course walks students through computer technology, social awareness, career planning, the employment setting, and the educational setting. These skills will help make the transition from high school to the next step smoother, whether students plan to go on to a job or a postsecondary school. Students will also learn the importance of living independently and how to take care of themselves and a home. **Pre-Requisites:** None

**Delivery Mode**  
AC

**Credit**  
AC: 1.0

## Pennsylvania Driver Education

This course helps Pennsylvania students develop a positive, mature, and knowledgeable approach toward driving. The course does not offer actual, behind-the-wheel instruction; however, it provides many outstanding tips on driving strategies and Pennsylvania traffic laws. Students will develop the thinking skills crucial to the development of safe driving. This course also qualifies for the 30 hours of classroom participation required by the Pennsylvania Department of Motor Vehicles before a learner's permit can be issued. Upon successful completion of this course, students can request a certificate of completion from their instructor that may qualify them for discounted automobile insurance rates. **Pre-Requisites:** None

**Delivery Mode**  
AC

**Credit**  
AC: 0.25

## Sports Media and Broadcasting

Sports Media and Broadcasting is a hands-on course meant to prepare students who plan on majoring in broadcast journalism, communications, or any other form of media in college. In this course, students will explore the foundations of sports media, reporting techniques, and the current state of print journalism. In addition, students will become familiar with the technical side of broadcasting, the Internet's role in sports media, photography, anchoring, play-by-play, and the economics of the industry. Following the semester timeline, students will be asked to complete in-the-field projects to enhance the skills required for a career in sports media. **Pre-Requisites:** None

**Delivery Mode**  
AC

**Credit**  
AC: 0.5

## Keystone Courses

### Keystone I Algebra I

Keystone I Algebra I is designed to review math concepts that are covered on the Algebra I Keystone Exam. The Keystone Exams will assess students using both multiple-choice and constructed response questions. The content in the course was created to align with the Assessment Anchors as defined by the Eligible Content. Throughout this six-week course, an emphasis is placed on test preparation and preparing students to think critically. Through the use of daily lessons, students will have the chance to learn, understand, apply, and practice skills necessary for grasping content that will be assessed on the exam. This course will be a required part of the remediation process for students who were unable to score proficient or higher on their first attempt of the Algebra I Keystone Exam. **Pre-Requisites:** Algebra I

**Delivery Mode**  
AC

**Credit**  
AC: 0.25

### Keystone II Algebra I

This course is designed for students that were not successful in achieving proficiency on the Keystone Algebra I exam required for graduation. Keystone II Algebra I will provide students the necessary tools to improve their Algebra I Keystone exam score. Students will work on eligible content with a certified instructor. In addition, this course will provide students with test-taking strategies and will guide the student on a track to successfully fulfill graduation testing requirements. **Pre-Requisites:** Algebra I; Keystone I Algebra I

**Delivery Mode**  
BC

**Credit**  
BC: 0.25

### Keystone I Biology

Keystone I Biology is designed to review science concepts that are covered on the Biology Keystone Exam. The Keystone Exams will assess students using both multiple-choice and constructed response questions. The content in the course was created to align with the Assessment Anchors as defined by the Eligible Content. Throughout this six-week course, an emphasis is placed on test preparation and preparing students to think critically. Through the use of daily lessons, students will have the chance to learn, understand, apply, and practice skills necessary for grasping content that will be assessed on the exam. This course will be a required part of the remediation process for students who were unable to score proficient or higher on their first attempt of the Biology Keystone Exam. **Pre-Requisites:** Biology

**Delivery Mode**  
AC

**Credit**  
AC: 0.25

### Keystone II Biology

This course is designed for students that were not successful in achieving proficiency on the Keystone Biology exam required for graduation. Keystone II Biology will provide students the necessary tools to improve their Biology Keystone exam score. Students will work on eligible content with a certified instructor. In addition, this course will provide students with test-taking strategies and will guide the student on a track to successfully fulfill graduation testing requirements. **Pre-Requisites:** Biology; Keystone I Biology

**Delivery Mode**  
BC

**Credit**  
BC: 0.25

### Keystone I English Literature

Keystone I English Literature is designed to review language arts concepts that are covered on the English Literature Keystone Exam. The Keystone Exams will assess students using both multiple-choice and constructed response questions. The content in the course was created to align with the Assessment Anchors as defined by the Eligible Content. Throughout this six-week course, an emphasis is placed on test preparation and preparing students to think critically. Through the use of daily lessons, students will have the chance to learn, understand, apply, and practice skills necessary for grasping content that will be assessed on the exam. This course will be a required part of the remediation process for students who were unable to score proficient or higher on their first attempt of the English Literature Keystone Exam. **Pre-Requisites:** English 9; English 10

**Delivery Mode**  
AC

**Credit**  
AC: 0.25

### Keystone II English Literature

This course is designed for students that were not successful in achieving proficiency on the Keystone English Literature exam required for graduation. Keystone II English Literature will provide students the necessary tools to improve their English Literature Keystone exam score. Students will work on eligible content with a certified instructor. In addition, this course will provide students with test-taking strategies and will guide the student on a track to successfully fulfill graduation testing requirements. **Pre-Requisites:** English 9; English 10; Keystone I English Literature

**Delivery Mode**  
BC

**Credit**  
BC: 0.25







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# K-2 BC Lesson Plans

Subject	Week of Monday, September 8 <sup>th</sup> 2014
Math	<p><b>PACORE:</b> CC.2.2.1.A.1  <b>Writing Focus:</b> write a story problem based on a number line addition problem  <b>SWBA:</b> to use a number line to count; to use a number line to add  <b>Assessed:</b> the student is able to add two numbers together by using a number line  <b>Materials:</b> whiteboard, number line  <b>Additional Resources:</b></p>
Language Arts: Reading/ Writing / Spelling	<p><b>PACORE:</b> CC.1.5.1.A  <b>Writing Focus:</b> write words with the short /a/ sound in them; write a sentence using words with the short /a/ sound  <b>SWBA:</b> to hear and identify the short /a/ sound in a word; to identify words that do not have a short /a/ sound in them; to finish/create a sentence using words with the short /a/ sound in them; brainstorm sentences that utilize short /a/ words  <b>Assessed:</b> student is able to identify the short /a/ sound; student is able to write words that have the short /a/ sound in them; student is able to complete a sentence by adding a short /a/ sound word; student is able to write a sentence containing many short /a/ sound words  <b>Materials:</b> whiteboard, electronic pencil  <b>Additional Resources:</b></p> <p><b>PACORE:</b> CC.1.1.1.C  <b>Writing Focus:</b>  <b>SWBA:</b> practicing reading words with the short /a/ sound; read a sentence that contains words with the short /a/ sound in them; identify words that rhyme with other words with a short /a/ sound in them;  <b>Assessed:</b> student is able to read short /a/ sound words; student is able to identify words that rhyme with other short /a/ words;  <b>Materials:</b> whiteboard, electronic pencil  <b>Additional Resources:</b></p>

# K-2 VC Lesson Plans

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Math	<p><b>Calendar Warm Up</b></p> <p><b>PACORE:</b>CC.2.1.1.2.A.3, 2.2.2.D,</p> <p><b>Writing Focus:</b> Students will write numbers in word form within sentences.</p> <p><b>SWBA:</b> To read, write, order,, compare, and estimate numbers through 50</p> <p><b>Assessed:</b> completion of activity sheet pg2. Day 1: Five complete written sentences containing numbers in word form.</p> <p><b>Materials:</b> number line, counters, activity pg 2. Day 1</p> <p><b>Additional Resources:</b></p> <p><b>PACORE:</b> CC.2.2.2.A.12.2.2.A</p> <p><b>Writing Focus:</b></p> <p><b>SWBA:</b> To add one digit numbers</p> <p><b>Assessed:</b></p>	<p><b>Calendar Warm Up</b></p> <p><b>PACORE:</b> CC.2.2.2.A.1.</p> <p><b>Writing Focus:</b> Student will write the answer to a word problem in sentence form.</p> <p><b>SWBA:</b> identify key phrases to recognize when to use addition and subtraction in word problems.</p> <p><b>Assessed:</b> by successfully solving 6 word problems and writing the answer to one word problem in sentence form.</p> <p><b>Materials:</b> Activity page 18. Day 1</p> <p><b>Additional Resources:</b></p> <p><b>PACORE:</b> CC.2.2.2.A.1</p> <p><b>Writing Focus:</b> Students</p> <p><b>SWBA:</b> To recognize the fact family members for <math>0+5=5</math>.</p> <p><b>Assessed:</b> successfully listing all</p>	<p><b>Calendar Warm Up</b></p> <p><b>PACORE:</b> CC.2.2.2.A.1</p> <p><b>Writing Focus:</b></p> <p><b>SWBA:</b> to add two-digit numbers with no regrouping.</p> <p><b>Assessed:</b> Students will complete ten problems 5 during breakout session and 5 on their own.</p> <p><b>Materials:</b> Activity pg. 25 Day 3.</p> <p><b>Additional Resources:</b></p> <p><b>PACORE:</b>CC</p> <p><b>Writing Focus:</b> Students will write a sentence explaining how they knew what shape came next to extend their partners pattern.</p> <p><b>SWBA:</b> To identify and repeat a pattern.</p> <p><b>Assessed:</b> Students will successfully create their own patterns and extend the pattern of classmates</p> <p><b>Materials:</b></p>	<p><b>Calendar Warm Up</b></p> <p><b>PACORE:</b> CC.2.2.2.A.1</p> <p><b>Writing Focus:</b></p> <p><b>SWBA:</b> to subtract two-digit numbers with no regrouping.</p> <p><b>Assessed:</b> successful subtraction of 10 problems. 5 independently. Students will create 5 for a partner to solve.</p> <p><b>Materials:</b> Activity pg. 34 Day 4</p> <p><b>Additional Resources:</b></p> <p><b>PACORE:</b> CC.2.2.2.A.1</p> <p><b>Writing Focus:</b> Students write a sentence describing a fact family in their own words.</p> <p><b>SWBA:</b> to locate the missing facts in a fact family.</p> <p><b>Assessed:</b> by successfully locating all missing facts.</p> <p><b>Materials: Activity pg. 34 Day 4</b></p> <p><b>Additional Resources:</b></p>	<p><b>Calendar Warm Up</b></p> <p><b>PACORE:</b> CC.2.4.2.A.3</p> <p><b>Writing Focus:</b> Students will write a sentence to explain what coins could represent .25 cents.</p> <p><b>SWBA:</b> to identify different coins, their value and solve basic money based problems.</p> <p><b>Assessed:</b> by successfully counting the coins inside piggy banks on the slide.</p> <p><b>Materials:</b> Activity pg. 71</p> <p><b>Additional Resources:</b></p>

# K-2 VC Lesson Plans

	Completion of a one minute math challenge pg. 4, Day 1 <b>Materials:</b> Activity pg.4 day 1 Additional Resources:	the family members of $0+5=5$ family. <b>Materials:</b> <b>Additional Resources:</b>	<b>Additional Resources:</b>		
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# K-2 VC Lesson Plans

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts: Reading/ Writing / Spelling	<p><b>Daily Writing</b> <b>Prompt:</b> Write in your Journal about a time when you were responsible. Tell how you were responsible.</p> <p><b>Reading</b> <b>PACORE:</b> CC.1.4.2.F: <b>Writing Focus:</b> Students will be writing complete sentences. <b>SWBA:</b> To identify complete sentences and write complete sentences. <b>Assessed:</b> successfully writing 4 complete sentences. <b>Materials:</b> pg. 3 Day1 sentence activity. <b>Additional Resources:</b> 1</p> <p><b>Writing:</b> <b>PACORE:</b>CC.1.4.2 H <b>Writing Focus:</b> <b>SWBA:</b> To identify and utilize the steps in the writing process.</p>	<p><b>Daily Writing</b> <b>Prompt:</b> Fix-it sentences &amp; Write 5 sentences about a job that the student would like to do as a grown up.</p> <p><b>Reading:</b> <b>PACORE:</b> CC.1.4.2.F: <b>Writing Focus:</b> <b>SWBA:</b> to identify base words with –s, -ed, and -ing endings. <b>Assessed:</b> by creating a list of words by removing the endings. <b>Materials:</b> <b>Additional Resources:</b></p> <p><b>Writing:</b> <b>PACORE:</b> CC.1.4.2.B: <b>Writing Focus:</b> Students will write a topic sentence <b>SWBA:</b> to create a sequence chart, organize details, create a topic sentence. <b>Assessed:</b> creation of</p>	<p><b>Daily Writing</b> <b>Prompt:</b> Write in journal about a time that you were respectful. Tell what you said or did that showed respect.</p> <p><b>Reading:</b> <b>PACORE:</b> CC.1.3.2.E. <b>Writing Focus:</b> <b>SWBA:</b> to identify story structure, list characters, identify setting, and provide details. <b>Assessed:</b> by completion of a story map. <b>Materials:</b> <i>Dinosaurs Before Dark</i></p> <p><b>Writing:</b> <b>PACORE:</b> CC.1.4.2.M <b>Writing Focus:</b> Students will compose a rough draft. <b>SWBA:</b> to follow the writing process to compose a rough draft of a story. <b>Assessed:</b></p>	<p><b>Daily Writing</b> <b>Prompt:</b> Fix-it sentences &amp; Turn 5 sentence fragments into complete sentence.</p> <p><b>Reading:</b> <b>PACORE:</b> CC.1.1.2.D: <b>Writing Focus:</b> <b>SWBA:</b> to identify homophones pairs and use them correctly in sentences. <b>Assessed:</b> By completion of 3 sentences of homophone pairs where the homophone is used correctly. <b>Materials:</b> Activity pg. 38 day 4 <b>Additional Resources:</b></p> <p><b>Writing:</b> <b>PACORE:</b> CC.1.4.2.T <b>Writing Focus:</b> <b>SWBA:</b> to formulate changes that can be</p>	<p><b>Daily Writing</b> <b>Prompt:</b> Free write in journal, student’s choice.</p> <p><b>Reading:</b> <b>PACORE:</b> CC.1.4.2.F:. <b>Writing Focus:</b> <b>Students will rewrite a paragraph.</b> <b>SWBA:</b> To identify sentence fragment in a paragraph. To rewrite the paragraph using complete sentences. <b>Assessed:</b> completion of the paragraph. <b>Materials:</b> F</p> <p><b>Writing:</b> <b>PACORE:</b> CC.1.4.2.F <b>Writing Focus:</b> Students will be composing the final draft of their story. <b>SWBA:</b> To produce a final draft of their story. <b>Assessed:</b> by completed story. <b>Materials:</b> Activity</p>

# K-2 VC Lesson Plans

	<p><b>Assessed:</b> Students by selecting a topic, listing details, and completion of a word web.</p> <p><b>Materials:</b> pg. 3 Day1 sentence activity: word web pg 6 Day 1</p> <p><b>Additional Resources:</b> Writing Video</p> <p><b>Spelling:</b> CC.1.1.2.D: <b>PACORE:</b> <b>Writing Focus:</b> Students will be writing this week's spelling words (pretest) <b>SWBA:</b> To spell words containing the short-a and short -l sounds. <b>Assessed:</b> Pretest</p>	<p>a topic sentence.</p> <p><b>Materials:</b> Activity pg. 17 Day 2</p> <p><b>Additional Resources:</b></p> <p><b>Spelling:</b> <b>PACORE:</b> CC.1.1.2.D: <b>Writing Focus:</b> Students will be create sentence using this week's spelling words <b>SWBA:</b> to sort spelling list into two groups, short -a and short -i <b>Assessed:</b> by correctly sorting the words. <b>Materials</b></p>	<p>completion of rough draft.</p> <p><b>Materials:</b> Activity pg.27 Day 3</p> <p><b>Additional Resources:</b></p> <p><b>Spelling:</b> CC.1.1.2.D: <b>PACORE:</b> <b>Writing Focus:</b> <b>SWBA:</b> to put spelling words in alphabetical order. To identify misspelled word from a paragraph. <b>Assessed:</b> by writing the spelling words in alphabetical order. Successfully identifying misspelled words and spelling them correctly. <b>Materials Activity pg 22 Day 3</b></p>	<p>made to improve their story by working with a partner.</p> <p><b>Assessed:</b> by a list of revisions and edits made to their story.</p> <p><b>Materials:</b> <b>Additional Resources:</b></p> <p><b>Spelling:</b> CC.1.1.2.D: <b>PACORE:</b> <b>Writing Focus:</b> Students will be create sentence using this week's spelling words <b>SWBA:</b> to unscramble spelling word and reassemble the words spelled correctly. To write spelling words in complete sentences. <b>Assessed:</b> successfully unscrambling the words. <b>Materials Activity pg 36 Day 4</b></p>	<p>pg. 46 Day5</p> <p><b>Additional Resources:</b></p> <p><b>Spelling:</b> CC.1.1.2.D: <b>PACORE:</b> <b>Writing Focus:</b> Students will create sentence using this week's spelling words <b>SWBA:</b> to spell short -a and short-l spelling words successfully. <b>Assessed:</b> Weekly spelling test <b>Materials Activity pg 22 Day 3</b></p>
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# K-2 VC Lesson Plans

# K-2 VC Lesson Plans

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Science/ Social Studies	<p><b>Science</b> <b>PACORE:</b> <b>Writing Focus:</b> Students will be writing the definitions of vocab words and creating a sentence that use the vocab word. <b>SWBA:</b> to list characteristics and differences between living things and nonliving things To divide basic groups into living and nonliving things. <b>Assessed: by using the dictionary to look up key definitions of living and nonliving. Successfully identify object as living or non-living through illustrations</b> <b>Materials:</b> Activity pg. 8 &amp; 9 Day1. <b>Additional Resources:</b> 1</p>	<p><b>Social Studies</b> <b>PACORE:</b> <b>Writing Focus:</b> Students will write one sentence about a talent that they have and two sentences on how they use that talent. Students will do this for two different talents <b>SWBA:</b> to recognize that people have different talents and abilities and will identify talents that they possess. <b>Assessed:</b> successfully writing complete sentences identifying and describing their own talent. <b>Materials:</b> pg. 7 Day1 <b>Additional Resources:</b></p>	<p><b>Science</b> <b>PACORE:</b> <b>Writing Focus:</b> Students will be writing the definitions of vocab words and creating a sentence that use the vocab word. <b>SWBA:</b> to divide living things into to two distinct groups, plant and animal. <b>Assessed:</b> by successfully identifying and placing pictures of plants and animals under the correct heading. <b>Materials:</b> Activity pg. 23 Day3 . <b>Additional Resources:</b></p>	<p><b>Social Studies</b> <b>PACORE:</b> <b>Writing Focus:</b> Students will write their personal goals for the year. <b>SWBA:</b> will identify and create personal goals <b>Assessed:</b> successfully writing complete sentences identifying and describing their goal and how their talent relates. <b>Materials:</b> pg. 42 Day4 sentence activity. <b>Additional Resources:</b></p>	<p><b>Science</b> <b>PACORE:</b> <b>Writing Focus:</b> Students will be writing their predictions <b>SWBA:</b> to analyze the importance of green plants as food makers. <b>Assessed: Students will write their predictions on why green plants are important. Students will write 5 animals that eat green plants.</b> <b>Materials:</b> <b>Additional Resources:</b> Dr. Algae video clip.</p>

# K-2 BC Lesson Plans

Subject	Week of Monday, September 8 <sup>th</sup> 2014
Math	<p><b>PACORE:</b> CC.2.4.2.A.4</p> <p><b>Writing Focus:</b> write a paragraph explaining what a created tally chart, bar graph, or pictograph shows</p> <p><b>SWBA:</b> to read a tally chart; to create a tally chart; to analyze a tally chart; to answer questions based on a tally chart; to read a bar graph; to create a bar graph; to analyze a bar graph; to answer questions based on a bar graph; to read a pictograph; to create a pictograph; to analyze a pictograph; to answer questions based on a pictograph;</p> <p><b>Assessed:</b> student is able to read, create and analyze tally charts, bar graphs, and pictographs</p> <p><b>Materials:</b> whiteboards, drawing tools</p> <p><b>Additional Resources:</b> manipulatives</p>
Language Arts: Reading/ Writing / Spelling	<p><b>PACORE:</b> CC.1.2.2.A</p> <p><b>Writing Focus:</b> Brainstorm your own story by completing a main idea and supporting ideas web</p> <p><b>SWBA:</b> to listen to a passage and determine/identify what the main idea is for the passage; to listen to a passage and determine/identify what supporting ideas are for the passage</p> <p><b>Assessed:</b> student is able to identify the main idea for many passage; student is able to identify what the support ideas are for many passages</p> <p><b>Materials:</b> whiteboard, electronic pencil, brainstorming web</p> <p><b>Additional Resources:</b> passages</p> <p><b>PACORE:</b> CC.1.2.2.B</p> <p><b>Writing Focus:</b> Brainstorm using a topic web to determine answers to who, what, where, why, when, and how to determine key details in a passage</p> <p><b>SWBA:</b> to ask and answer who, what, where, why, when, and how questions to help determine key details in a passage</p> <p><b>Assessed:</b> topic web is successfully completed after reading a passage together</p> <p><b>Materials:</b> whiteboard, electronic pencil, brainstorming web</p> <p><b>Additional Resources:</b> passages</p>

# Lesson Plans - 3rd Grade BC

Week of Monday, September 8th - Friday, September 12th

**SWBAT :**

<b>LA -</b>	Talk about the different literary genres. Have the students share their favorite book. Breakdown each genre and give examples of fiction, nonfiction, poetry, drama, and folklore. When we get to poetry we will read 3 poems and use a "giggle meter". Have the students use a movable tile page and sort books by genre.
<b>Writing -</b>	Talk about the elements of paragraph writing. Read a good example of a paragraph. The students will collaborate to write a paragraph about pizza. Have them brainstorm and vote on what the purpose for the paper is. Come up with possible topic sentences and pick one. Come up with details for our paper. Put them into sentence. Create a closing sentence. Remind the students about the editing process that should be done after writing.

**PA Common Core Standards/Eligible Content :**

E03.D.1.1.3
E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.4, E03.D.1.1.9

**Class Materials :**

Paper/pencil/ Sample paragraph- My Favorite Holiday

**Additional Resources Used : (ie. Websites)**

**SWBAT :**

<b>Math -</b>	Explain standard, written and expanded notation with examples. Link expanded notation to place value. Have the students practice writing each. Talk about the value of numbers. Show the students our greater than, less than, and equal to alligator. Explain that the alligator's open mouth should face the bigger number because he wants to eat the bigger number. Have the students take turns determining the bigger number.
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**PA Common Core Standards/Eligible Content :**

B-O.3.1.5
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**Class Materials :**

Paper/Pencil

**Additional Resources Used : (ie. Websites)**

**SWBAT :**

<b>Science -</b>	Introduce the scientific method. Have the students take on the role of a scientist. Show mystery items and have them ask questions and make ...
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**PA Common Core Standards/Eligible Content :**

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predictions.

S.3.A.2.1; S.3.A.2.2

**Class Materials :**

Science Journal

**Additional Resources Used : (ie. Websites)**

**SWBAT :**

**Soc.St -**

Look at a map of the world, then each continent, each country, and state. Talk about the tools you use when reading a map. Have the students use north, south, east and west to find locations on a map. Ask the students to put a dot on the state to represent where they live. Talk about the features that help us identify locations. Show pictures and see in the students can determine the location.

**PA Common Core Standards/Eligible Content :**

Geography-7.1.3.A-B

**Class Materials :**

**Additional Resources Used : (ie. Websites)**

# Lesson Plans : 4th Grade BC

Week of Monday, September 8th - Friday, September 12th

## SWBAT :

- LA -** Apply the steps of the writing process to writing assignments
- Math -** Read and write whole numbers in expanded, standard, and word form
- Writing -** Apply the steps of the writing process to writing assignments- See Language Arts lesson
- Science -** Distinguish the difference between fact and opinion; qualitative and quantitative observations
- Soc. St. -** Review and relate the 5 themes of geography to Pennsylvania

## PA Common Core Standards/Eligible Content :

- E04.C.1.1; E04.C.1.2
- M04.A-T.1.1.2
- E04.C.1.1; E04.C.1.2
- S4.A.1.1.1
- 7.1.4.A; 7.1.4.B

## Class Materials :

Week of Sept 8th- PowerPoints for LA, Math, Science, Social Studies; Writing Journal; Optional:  
LI Grade 4: Lesson 33 Activity Book Page 143

## Additional Resources Used : (ie. Websites)

Graphic Organizers for Writing:  
[http://edhelper.com/teachers/graphic\\_organizers.htm](http://edhelper.com/teachers/graphic_organizers.htm)



# K-2 BC Lesson Plans

Day	Week of Monday, September 8th
Math	<p><b>PACORE:</b> CC.2.4.K.A.1  <b>Writing Focus:</b> Use complete sentences to describe why objects are sorted the way they are sorted  <b>SWBA:</b> to compare objects and describe how they are alive or different; identify and classify objects by color, size, shape, kind  <b>Assessed:</b> student is able to sort objects based on attributes and explain why they sorted the objects the way they did  <b>Materials:</b> manipulatives, whiteboards  <b>Additional Resources:</b></p>
Language Arts: Reading/ Writing / Spelling	<p><b>PACORE:</b> CC.1.4.K.W; CC.1.4.K.J  <b>Writing Focus:</b> Write prediction, or draw and label the next animal that will be seen  <b>SWBA:</b> to listen to and respond to a story; to make predictions based on pictures and context; to speak in complete sentences  <b>Assessed:</b> student is able to answer questions based on the story; make predictions  <b>Materials:</b> <i>Brown Bear, Brown Bear</i>, by Bill Martin Jr. &amp; Eric Carle  <b>Additional Resources:</b> Mr. Reed Moore's <i>Guess What Happens Next</i> video</p> <p><b>PACORE:</b> CC.1.1.K.B; CC.1.4.K.F  <b>Writing Focus:</b> hold a writing utensil correctly to write letters to create words from left to right by writing or tracing the names of people on gift tags who will receive gifts  <b>SWBA:</b> to hold a writing utensil correctly; to recognize that words are made up of letters; to recognize that words are written from left to right, and top to bottom on a page; to label names to show possession; to follow a text with his finger, pointing to each word as it is read; to point to and pronounce words; to recognize that printed words represent spoken language  <b>Assessed:</b> student begins writing letters at the top, left of a page; student traces names written on the white board with pencil; says what letters are being written within the word; student is able to follow along the reading with his finger and pronounce words by repeating the reader; student speaks in complete sentences  <b>Materials:</b> paper, pencil, electronic pencil; <i>Brown Bear, Brown Bear</i>, by Bill Martin Jr. &amp; Eric Carle  <b>Additional Resources:</b> Mrs. Walden's 'Writing Your Name' video</p>

# K-2 BC Lesson Plans

	<p><b>PACORE:</b> CC.1.1.K.B; CC.1.4.K.F</p> <p><b>Writing Focus:</b> using upper and lowercase letters to trace names</p> <p><b>SWBA:</b> to recognize that names are made up of uppercase and lowercase letters</p> <p><b>Assessed:</b> the student is able to trace a name with a capital letter followed by lowercase letters</p> <p><b>Materials:</b> white board, electronic pencil</p> <p><b>Additional Resources:</b></p>
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# Lesson Plans - 3rd Grade BC

Week of Monday, September 8th - Friday, September 12th

**SWBAT :**

<b>LA -</b>	Talk about the different literary genres. Have the students share their favorite book. Breakdown each genre and give examples of fiction, nonfiction, poetry, drama, and folklore. When we get to poetry we will read 3 poems and use a “giggle meter”. Have the students use a movable tile page and sort books by genre.
<b>Writing -</b>	Talk about the elements of paragraph writing. Read a good example of a paragraph. The students will collaborate to write a paragraph about pizza. Have them brainstorm and vote on what the purpose for the paper is. Come up with possible topic sentences and pick one. Come up with details for our paper. Put them into sentence. Create a closing sentence. Remind the students about the editing process that should be done after writing.

**PA Common Core Standards/Eligible Content :**

	E03.D.1.1.3	
	E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.4, E03.D.1.1.9	

**Class Materials :**

Paper/pencil/ Sample paragraph- My Favorite Holiday

**Additional Resources Used : (ie. Websites)**

**SWBAT :**

<b>Math -</b>	Explain standard, written and expanded notation with examples. Link expanded notation to place value. Have the students practice writing each. Talk about the value of numbers. Show the students our greater than, less than, and equal to alligator. Explain that the alligator’s open mouth should face the bigger number because he wants to eat the bigger number. Have the students take turns determining the bigger number.
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**PA Common Core Standards/Eligible Content :**

	B-O.3.1.5	
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**Class Materials :**

Paper/Pencil

**Additional Resources Used : (ie. Websites)**

**SWBAT :**

<b>Science -</b>	Introduce the scientific method. Have the students take on the role of a scientist. Show mystery items and have them ask questions and make predictions.
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**PA Common Core Standards/Eligible Content :**

	S.3.A.2.1; S.3.A.2.2	
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**Class Materials :**

Science Journal

**Additional  
Resources  
Used : (ie.  
Websites)**

**SWBAT :**

**Soc.St -**

Look at a map of the world, then each continent, each country, and state. Talk about the tools you use when reading a map. Have the students use north, south, east and west to find locations on a map. Ask the students to put a dot on the state to represent where they live. Talk about the features that help us identify locations. Show pictures and see in the students can determine the location.

**PA Common Core Standards/Eligible Content :**

Geography-7.1.3.A-B

**Class Materials :**

**Additional  
Resources  
Used : (ie.  
Websites)**

# Lesson Plans : 4th Grade BC

Week of Monday, September 8th - Friday, September 12th

## SWBAT :

- LA** - Apply the steps of the writing process to writing assignments
- Math** - Read and write whole numbers in expanded, standard, and word form
- Writing** - Apply the steps of the writing process to writing assignments- See Language Arts lesson
- Science** - Distinguish the difference between fact and opinion; qualitative and quantitative observations
- Soc. St.** - Review and relate the 5 themes of geography to Pennsylvania

## PA Common Core Standards/Eligible Content :

E04.C.1.1; E04.C.1.2  
M04.A-T.1.1.2  
E04.C.1.1; E04.C.1.2  
S4.A.1.1.1  
7.1.4.A; 7.1.4.B

## Class Materials :

Week of Sept 8th- PowerPoints for LA, Math, Science, Social Studies; Writing Journal; Optional:  
LI Grade 4: Lesson 33 Activity Book Page 143

## Additional Resources Used : (ie. Websites)

Graphic Organizers for Writing:  
[http://edhelper.com/teachers/graphic\\_organizers.htm](http://edhelper.com/teachers/graphic_organizers.htm)



# Lesson Plans - 5th Grade BC Language Arts

Week of September 8 - Friday, September 12

## SWBAT :

Read an article for the purpose of research prior to creating a 5 sentence paragraph containing a topic sentence, three body sentences, and a concluding sentence.

## Class Materials :

Instructional PowerPoint / Websites:  
[http://www.ehow.com/facts\\_4914347\\_kind-food-do-horses-eat.html](http://www.ehow.com/facts_4914347_kind-food-do-horses-eat.html)  
<http://science.howstuffworks.com/astronauts-eat-in-space.htm>

## PA Common Core Standards/Eligible Content :

CC.1.4.5.A - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Additional Resources Used : (ie. Websites)

Video-creating a paragraph with 5 sentences /  
Introduce NetTrekker website for research



# Lesson Plans - 5th Grade BC Mathematics

Week of Monday, September 8nd - Friday, September 12th

**SWBAT : Sections 1-6**

Apply place value concepts to order and compare decimals.

**PA Common Core Standards/Eligible Content :**

M05.A-T.1.1.1

M05.A-T.1.1.2

M05.A-T.1.1.4

**Class Materials :**

Blackboard Collaborate, PowerPoint Presentation

**Additional  
Resources  
Used : (ie.  
Websites)**

Website: Place Value Puzzler  
<http://www.funbrain.com/tens/index.html>



# Lesson Plans - 5th Grade BC Science

Week of Tuesday, September 8th - September 12th

## SWBAT : Nature of Science

Explain how certain questions can be answered through scientific inquiry and explain how observations and/or experimental results are used to support inferences

## Class Materials :

Textbook, In-class Assessments, and Exit Slip

## PA Common Core Standards/Eligible Content :

S.5.A.1.1.1 S5.A.1.1.2

## Additional Resources Used : (ie. Websites)



# Lesson Plans - 5th Grade BC Social Studies

Week of Monday, September 8th - Friday, September 12th

## SWBAT :

Launch 5 week Geography Unit on US Regions (1 region/wk)-Describe and locate: places and regions defined by both physical and human features. Describe the characteristics of places and regions. Answer essential (warm up)

## Class Materials :

paper, writing utensil

## PA Common Core Standards/Eligible Content :

7.1.5.B,7.2.5.A-C, 7.3.5.A

## Additional Resources Used : (ie. Websites)

Map of PA.,PowerPoint on Regions,  
<http://www.postcardsfrom.com/>



VC 3RD GRADE

Monday, September 8th

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SWBAT :

Reading-

To define main ideas; To define supporting details; To identify main ideas and supporting details based on pictures

Grammar-

To identify a sentence; To identify a statement

Spelling-

To read spelling words for list 1; To explain how spelling week will be set up; To explain how spelling test will be taken

Writing -

[Empty box for writing objectives]

Class Materials :

English textbook/LA Act. Book

Eligible Content :

E03.B-K.1.1.2

L.K.1F

CC.1.4.3.F E03.D.1.2.6

Additional Resources Used : (ie. Websites)

[Empty box for additional resources]

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SWBAT :

Math -

Complete a review of mathematical skills, read and define new math vocabulary, and find the number patter.

Eligible Content :

2.8.2.C

Class Materials :

[Empty box for class materials]

Additional

[Empty box for additional resources]

Math textbook and Activity book

**Resources  
Used : (ie.  
Websites)**

[http://www.harcourtschool.com/activity/connect\\_by\\_5/](http://www.harcourtschool.com/activity/connect_by_5/)

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**SWBAT :**

**Science -**

Read and define new vocabulary words: scientific method, hypothesis, scientist, observation, experiments, variable, and data. Understand the importance of the scientific method. Be introduced to the steps within the scientific method.

**Eligible Content :**

3.1.1.A9

**Class Materials :**

Science textbook/LL video

**Additional  
Resources  
Used : (ie.  
Websites)**

# Lesson Plans - VC 4th Grade

Week of Monday, September 8th - Friday, September 12th

MONDAY

**SWBAT :**

- LA -** Warm-up question with Daily Oral Language (DOL) highlighting complete sentences, capitalization, and spelling. Use video (7:30) to read aloud *Two Bad Ants* by Chris Van Allsburg. Discuss Point of View.

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- Math -** Place value to the millions place, understand value of digits using "Sports Activity" as a guide.

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- Writing -** Define narrative writing as a writing that tells a story using sequence and focus. Relate this to *Two Bad Ants* and discuss the parts of a narrative.

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- Science -** Watch video on listed below. Review vocabulary: scientific method: observation, hypothesis, experiment, gather data, draw conclusions. Have students list the 5 steps in the Scientific Method in their Science Journal.

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- Soc. St. -** NA

**PA Common Core Standards/Eligible Content :**

- A-C.2.1; D.1.1.6, D.1.2.1, D.1.2.4, D.1.1.7

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- A-T.1.1.1

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- C.1.3

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- A.1.3.1, A.2.1.1, A.2.1.4, A.3.2.2

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**Class Materials :**

Language Arts:  
<http://justbooksreadaloud.com/ReadToMe.php?vid=TwoBadAnts>  
 Math:  
[http://bridges1.mathlearningcenter.org/media/Bridges\\_Gr4\\_OnlineSupplement/B4SUP-A3\\_NumPIVal\\_0409.pdf](http://bridges1.mathlearningcenter.org/media/Bridges_Gr4_OnlineSupplement/B4SUP-A3_NumPIVal_0409.pdf) (pg. 11, 13)      Science:  
<http://studyjams.scholastic.com/studyjams/jams/science/scientific-inquiry/scientific-methods.htm>

**Assessment :**

TUESDAY

**SWBAT :**

- LA -** Warm up: OL; Retell story from yesterday. Complete a story map that shows the characters, and 5W's

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- Math -** Read and write whole numbers in expanded, standard, and word form using "Sports Activity" as a guide.

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- Writing -** Story Map

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- Science -** NA

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- Soc. St. -** Identify and locate: places and regions defined by both physical and human features. Identify the characteristics of places and regions. Answer essential (warm up)

**PA Common Core Standards/Eligible Content :**

- A-C.3.1; D.1.1.6, D.1.2.1, D.1.2.4, D.1.1.7

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- A-T.1.1.2

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- K.1.1

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- 7.1.4.B, 7.2.4.A-C, 7.3.4.A

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**Class Materials :**

**Assessment :**

Language Arts: Story Map  
[http://bridges1.mathlearningcenter.org/media/Bridges\\_Gr4\\_OnlineSupplement/B4SUP-A3\\_NumPIVal\\_0409.pdf](http://bridges1.mathlearningcenter.org/media/Bridges_Gr4_OnlineSupplement/B4SUP-A3_NumPIVal_0409.pdf) (pg. 11, 12, 13)  
 Math: Social Studies: PowerPoint on Regions Language

Language Arts:  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson789/chart.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson789/chart.pdf)

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**SWBAT :**

Warm up: DOL; Describe point of view in a writing using power point listed below. Retell story from yesterday. Think about how the story would be different from the point of view of an ant. Use the assessment sheet below to compare/contrast points of view.

**LA -** Compare numbers to the millions using >, <, and = using "Sports Activity" as a guide.

**Math -** Point of View Ant vs. Person sheet

**Writing -** Understand tools of measurement used in science. As a class, complete the questions found on the website.

**Science -** NA

**Soc. St. -** NA

**PA Common Core Standards/Eligible Content :**

A-C.3.1; D.1.1.6, D.1.2.1, D.1.2.4, D.1.1.7

A-T.1.1.3

A-C.3.1

A.2.2.1

**Class Materials :**

Language Arts: <http://www.ereadingworksheets.com/point-of-view-worksheets/first-second-and-third-person-lesson.ppt>

Math: [http://bridges1.mathlearningcenter.org/media/Bridges\\_Gr4\\_OnlineSupplement/B4SUP-A3\\_NumPIVal\\_0409.pdf](http://bridges1.mathlearningcenter.org/media/Bridges_Gr4_OnlineSupplement/B4SUP-A3_NumPIVal_0409.pdf) (pg. 14, 20)

Science: <http://studyjams.scholastic.com/studyjams/jams/math/measurement/tools-measurement.htm>

**Assessment :**

Science:  
<http://studyjams.scholastic.com/studyjams/jams/math/measurement/tools-measurement.htm>

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**SWBAT :**

**LA -** DOL Warm-up; See Writing Block

**Math -** Round whole numbers to millions to any place using "Sports Activity" as a guide.

**Writing -** Introduce first two steps in the Writing Process: Brainstorming and Pre-write. Students will use Point of View Chart (Ant vs. Person) and choose a graphic organizer to begin to organize their writing of the story from the ant's point of view.

**Science -** NA

**Soc. St. -** Identify and locate: places and regions defined by both physical and human features. Identify the characteristics of places and regions. Answer essential (warm up)

**PA Common Core Standards/Eligible Content :**

D.1.1.6, D.1.2.1, D.1.2.4, D.1.1.7

A-T.1.1.4

C.1.3

7.1.4.B, 7.2.4.A-C, 7.3.4.A

**Class Materials :**

Math:

**Assessment :**

[http://bridges1.mathlearningcenter.org/media/Bridges\\_Gr4\\_OnlineSupplement/B4SUP-A3\\_NumPIVal\\_0409.pdf](http://bridges1.mathlearningcenter.org/media/Bridges_Gr4_OnlineSupplement/B4SUP-A3_NumPIVal_0409.pdf) (pg. 19) Social Studies: Power Point on Regions

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**SWBAT :**

**LA -** DOL Warm-up; See Writing Block  
PSSA Prep : Answer questions related to this week's lessons using "Sports Activity" as a guide.

**Math -** Introduce next step in the Writing Process: Draft. Students will write their story from the point of view of the ant.

**Writing -** Identify Outcomes and Make Predictions. Watch video below and create a table like in the video about flipping a coin or drawing a colored cube out of a bag (maybe use 5 reds and 2 blues, for example).

**Science -** **Soc. St. -** NA

**PA Common Core Standards/Eligible Content :**

D.1.1.6, D.1.2.1, D.1.2.4, D.1.1.7

A-T.1.1.1, 1.1.2, 1.1.3, 1.1.4

C.1.3

A.2.1.1, 2.1.2, 1.3.5

**Class Materials :**

Science:  
<http://studyjams.scholastic.com/studyjams/jams/science/scientific-inquiry/sidentify-outcomes.htm>

**Assessment :**

Math:  
[http://bridges1.mathlearningcenter.org/media/Bridges\\_Gr4\\_OnlineSupplement/B4SUP-A3\\_NumPIVal\\_0409.pdf](http://bridges1.mathlearningcenter.org/media/Bridges_Gr4_OnlineSupplement/B4SUP-A3_NumPIVal_0409.pdf) (pg. 17, 18, 19)

# Lesson Plans - 5th Grade VC Language Arts

Week of Monday, September 8th - Friday, September 12th

M O N D A Y	<b>SWBAT : Genres</b> Distinguish between various literary genres	<b>PA Common Core Standards/Eligible Content :</b> A-C.3.1.1
	<b>Class Materials :</b> Whiteboard, Polls, BOR	<b>Assessment :</b> Welcome discussion, weekly journal, independent reading book
T U E S D A Y	<b>SWBAT : Setting</b> Analyze how setting, genre, and characters connect in a story	<b>PA Common Core Standards/Eligible Content :</b> K.1.1.3
	<b>Class Materials :</b> Whiteboard, BrainPOP Video, BOR, Polls	<b>Assessment :</b> Weekly journal and independent reading book
W E D N E S D A Y	<b>SWBAT : Capitalization Review</b> Rewrite sentences using correct capitalization	<b>PA Common Core Standards/Eligible Content :</b> D.1.1.6, D.1.2.4
	<b>Class Materials :</b> Whiteboard, BrainPOP Video, BOR, Polls, Website	<b>Assessment :</b> Weekly journal and independent reading book

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**SWBAT : Run-on Sentences**

Rewrite run-on sentences to make complete sentences

**PA Common Core Standards/Eligible Content :**

D.1.1.6, D.1.1.1, D.2.1.1

**Class Materials :**

Whiteboard, BrainPOP Video, Polls, BOR

**Assessment :**

Independent reading book

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**SWBAT : The Writing Process**

Explain the writing process and apply it to their own writing

**PA Common Core Standards/Eligible Content :**

C.1.3.1, C.1.3.5, D.1.1.4, D.1.1.6, D.1.2.1

**Class Materials :**

Whiteboard, BOR, BrainPOP Video, BOR

**Assessment :**

Independent reading book

# Lesson Plans - 5th Grade VC Math

Week of Monday, September 8th - Friday, September 12th

M O N D A Y	<b>SWBAT : VC Intro/Chapter 1 Lesson 1</b>	<b>PA Common Core Standards/Eligible Content :</b>
	Observe how to complete HW assignments in BrainHoney; Write the standard, word, and expanded forms of whole numbers to billions, and identify the value of digits in whole numbers; demonstrate understanding of place value of whole #'s & compare quantities or magnitudes of numbers	CC.2.1.5.B.1/M05.A-T.1.1.1
	<b>Class Materials :</b> Textbook; Common Core Guide book; Place Value Templates	<b>Assessment :</b> <ul style="list-style-type: none"><li>• Practice assignment due Tuesday</li><li>• Memorization of place value chart</li><li>• Teacher Observation</li></ul>
T U E S D A Y	<b>SWBAT : Chapter 1 Lesson 1</b>	<b>PA Common Core Standards/Eligible Content :</b>
	Continue to write the standard, word, and expanded forms of whole numbers to billions; identify the value of digits in whole numbers; Complete problems in bor's	CC.2.1.5.B.1/M05.A-T.1.1.1
	<b>Class Materials :</b> Textbook; Place Value Templates	<b>Assessment :</b> <ul style="list-style-type: none"><li>• Submission of text p. 5 #'s 9-21 odd.</li><li>• Memorization of place value chart<ul style="list-style-type: none"><li>• BOR Observation</li><li>• Poll Questions</li></ul></li></ul>
W E D N E S D A Y	<b>SWBAT : Chapter 1 Lesson 2</b>	<b>PA Common Core Standards/Eligible Content :</b>
	Compare and order whole numbers through millions.	CC.2.1.5.B.1/M05.A-T.1.1.1
	<b>Class Materials :</b> Textbook	<b>Assessment :</b> <ul style="list-style-type: none"><li>• Teacher Observation</li></ul>

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**SWBAT : Chapter 1 Lesson 2**

Continue to compare and order whole numbers through millions;  
Complete problems in bor's.

**PA Common Core Standards/Eligible Content :**

CC.2.1.5.B.1/M05.A-T.1.1.1

**Class Materials :**

Textbook

**Assessment :**

- Submission of textbook hw
- BOR Observation
- Poll Questions

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**SWBAT : Unit 1 Lesson 3**

Write decimals in standard, word, and expanded form through thousandths; identify the value of digits in decimal numbers, and name equivalent decimals; demonstrate understanding of place value of whole #'s & compare quantities or magnitudes of numbers

**PA Common Core Standards/Eligible Content :**

CC.2.1.5.B.1/M05.A-T.1.1.2; M05.A-T.1.1.3

**Class Materials :**

Textbook; Common Core Guide book; Place Value templates

**Assessment :**

- Memorization of place value chart
- Teacher Observation

# Lesson Plans 5th Grade VC Science

Week of Monday, September 8th - Friday, September 12th

<b>M O N D A Y</b>	<p><b>SWAT: Chapter 1 Lesson 1</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px 0;"> <p>Define classify and classification system. Explain why we classify living things. Name the 7 main groups in the classification system.</p> </div> <p><b>Class Materials :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">whiteboard, science textbook, science notebook</span></p>	<p><b>PA Common Core Standards/Eligible Content :</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px 0;"> <p style="text-align: center;">S4.B.1.1      S4.B.1.1.1   S4.1.1.2   S4.B.1.1.3</p> </div> <p><b>Assessment :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Class observation and participation. Students will define lesson 1 vocabulary words in their science notebook for class tomorrow.</span></p>
<b>T U E S D A Y</b>	<p><b>SWAT: Chapter 1 Lesson 1</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px 0;"> <p>Define classify and classification system. Explain why we classify living things. Name the 7 main groups in the classification system.</p> </div> <p><b>Class Materials :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Whiteboard, lesson 1 vocabulary words and definitions, CandyClassification System breakout room activity, Classification and King Phillip Video</span></p>	<p><b>PA Common Core Standards/Eligible Content :</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px 0;"> <p style="text-align: center;">S4.B.1.1      S4.B.1.1.1   S4.1.1.2   S4.B.1.1.3</p> </div> <p><b>Assessment :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Students will complete the Chapter 1 Lesson 1 Questions in BrainHoney.</span></p>
<b>W E D N E S D A Y</b>	<p><b>SWAT: Chapter 1 Lesson 2</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px 0;"> <p>Define vertebrate. Compare and contrast the 5 classes of vertebrates.</p> </div> <p><b>Class Materials :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Whiteboard, science textbook, science notebook, Vertebrates video</span></p>	<p><b>PA Common Core Standards/Eligible Content :</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px 0;"> <p style="text-align: center;">S4.B.1.1      S4.B.1.1.1   S4.1.1.2   S4.B.1.1.3   S4.B.1.1.5</p> </div> <p><b>Assessment :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Class observation and participation. Students will define the lesson vocabulary words in their science notebook for class tomorrow.</span></p>

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**SWAT: Chapter 1 Lesson 2**

**PA Common Core Standards/Eligible Content :**

Define vertebrate. Compare and contrast the 5 classes of vertebrates.

S4.B.1.1      S4.B.1.1.1   S4.1.1.2   S4.B.1.1.3

**Class Materials :**

Whiteboard, science notebook, science textbook, Chordata Academy breakout room activity

**Assessment :**

Students will complete The Best Class of Vertebrates persuasive writing assignment.

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**SWAT: Chapter 1 Lesson 3**

**PA Common Core Standards/Eligible Content :**

Define Invertebrate. Compare and contrast the 4 classes of invertebrates.

S4.B.1.1      S4.B.1.1.1   S4.1.1.2   S4.B.1.1.3

**Class Materials :**

Whiteboard, science textbook, science notebook, videos on 4 classes of invertebrates.

**Assessment :**

Class observation and participation. Students will define lesson 3 vocabulary words for class on Monday.

# Lesson Plans - 5th Grade VC Social Studies

Week of Monday, September 8th - Friday, September 12th

<b>M O N D A Y</b>	<p><b>SWBAT : Overview Chapter, Lesson 1</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ol style="list-style-type: none"> <li>1. Explain why E Pluribus Unum is a good motto for the United States</li> <li>2. Explain that the United States has a diverse population</li> <li>3. Analyze how immigration has helped make the United States more diverse</li> <li>4. Explain the importance of the Pledge of Allegiance</li> </ol> </div> <p><b>Class Materials :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Textbook/Whiteboard/Notebook/Pencil</span></p>	<p><b>PA Common Core Standards/Eligible Content :</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">1.1.5.E</td> <td style="width: 50%; text-align: center;">5.1.6.B</td> </tr> <tr> <td style="text-align: center;">1.2.5.L</td> <td style="text-align: center;">5.1.6.C</td> </tr> <tr> <td style="text-align: center;">1.5.5.A</td> <td style="text-align: center;">5.2.6.B</td> </tr> <tr> <td style="text-align: center;">1.4.5.F</td> <td style="text-align: center;">7.3.6.B</td> </tr> </table> </div> <p><b>Assessment :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">break out room questions</span></p>	1.1.5.E	5.1.6.B	1.2.5.L	5.1.6.C	1.5.5.A	5.2.6.B	1.4.5.F	7.3.6.B
1.1.5.E	5.1.6.B									
1.2.5.L	5.1.6.C									
1.5.5.A	5.2.6.B									
1.4.5.F	7.3.6.B									
<b>T U E S D A Y</b>	<p><b>SWBAT : Overview Chapter, Lesson 2</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ol style="list-style-type: none"> <li>1. Describe the difference between a direct democracy and a republic.</li> <li>2. Identify the rights and responsibilities of Americans.</li> <li>3. Explain the importance of the words ‘We the people of the United States in the Constitution’.</li> </ol> </div> <p><b>Class Materials :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Textbook/Whiteboard/Notebook/Pencil</span></p>	<p><b>PA Common Core Standards/Eligible Content :</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">1.1.5.E</td> <td style="width: 50%; text-align: center;">5.1.6.B</td> </tr> <tr> <td style="text-align: center;">1.2.5.L</td> <td style="text-align: center;">5.1.6.I</td> </tr> <tr> <td style="text-align: center;">1.5.5.A</td> <td style="text-align: center;">5.2.6.A</td> </tr> <tr> <td style="text-align: center;">1.4.5.F</td> <td style="text-align: center;">5.2.6.B</td> </tr> </table> </div> <p><b>Assessment :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Polling &amp; Break Out Room</span></p>	1.1.5.E	5.1.6.B	1.2.5.L	5.1.6.I	1.5.5.A	5.2.6.A	1.4.5.F	5.2.6.B
1.1.5.E	5.1.6.B									
1.2.5.L	5.1.6.I									
1.5.5.A	5.2.6.A									
1.4.5.F	5.2.6.B									
<b>W E D N E S D A Y</b>	<p><b>SWBAT : Overview Chapter, Lesson 3</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ol style="list-style-type: none"> <li>1. Describe the Free Enterprise System</li> <li>2. Explain the benefits of free enterprise</li> <li>3. Describe the contributions of famous inventors and scientists</li> </ol> </div> <p><b>Class Materials :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Textbook/Whiteboard/Notebook/Pencil</span></p>	<p><b>PA Common Core Standards/Eligible Content :</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">1.1.5.E</td> <td style="width: 50%; text-align: center;">6.3.6.A</td> </tr> <tr> <td style="text-align: center;">1.2.5.L</td> <td style="text-align: center;">6.3.6.B</td> </tr> <tr> <td style="text-align: center;">1.5.5.A</td> <td style="text-align: center;">6.3.6.D</td> </tr> <tr> <td style="text-align: center;">1.4.5.F</td> <td style="text-align: center;">6.2.6.F</td> </tr> </table> </div> <p><b>Assessment :</b> <span style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">Polling &amp; Break Out Room</span></p>	1.1.5.E	6.3.6.A	1.2.5.L	6.3.6.B	1.5.5.A	6.3.6.D	1.4.5.F	6.2.6.F
1.1.5.E	6.3.6.A									
1.2.5.L	6.3.6.B									
1.5.5.A	6.3.6.D									
1.4.5.F	6.2.6.F									

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**SWBAT : Overview Chapter, Lesson 4**

**PA Common Core Standards/Eligible Content :**

1. Explain why the United States is divided into regions
2. Explain that landforms influence how people can use the land
3. Compare and contrast climate in different parts of the United States

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| 1.1.5.E | 6.4.6.G |
| 1.2.5.L | 7.2.6.A |
| 1.5.5.A | 7.2.6.B |
| 1.4.5.F |         |
| 1.2.5.C |         |

**Class Materials :**

Textbook/Whiteboard/Notebook/Pencil

**Assessment :**

List the 5 regions & Break Out Room

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**SWBAT : Overview Chapter, Lesson 5**

**PA Common Core Standards/Eligible Content :**

1. Evaluate the importance of natural resources
2. Compare and contrast renewable and non-renewable resources
3. Explain how national parks help to protect the environment

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| 1.1.5.E | 6.3.6.C |
| 1.2.5.L | 7.4.6.A |
| 1.5.5.A | 7.4.6.B |
| 1.4.5.F |         |

**Class Materials :**

Textbook/Whiteboard/Notebook/Pencil

**Assessment :**

List natural resources & Break Out Room

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Brandy Napoli/Athena Wahal

Subject:

Language Arts 6

Week Of:

September 8, 2014

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	CC.1.4.6 A, B, D, L E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8	CC.1.4.6 A, B, C, F, L CC.1.5.6 A, G E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8	CC.1.4.6 D, F, L CC.1.5.6 A, G E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8	CC.1.4.6 A, B, C, D, F, L, P CC.1.5.6 A, G E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8 E06.C.1.3.1	CC.1.4.6 A, B, C, D, F E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8
<b>Objectives:</b>	Identify the steps of the writing process  Examine methods of prewriting	Identify the steps of the writing process Utilize methods in drafting Create a paragraph draft	Identify the steps of the writing process Implement revising techniques	Identify the steps of the writing process Revise a paragraph draft	Identify the steps of the writing process Edit and proofread grammar, spelling, capitalization errors Recognize steps of publishing
<b>Engagement:</b>	In class activity creating idea comb and topic map  Break-out activity creating graphic organizer about summer vacation	In class activity examining an rough draft  Break-out activity drafting a proper paragraph	Break-out activity using descriptive words in place of general words  Break-out activity transforming weak openings to strong openings	In class activity sequencing sentences in a paragraph  Break-out activity revising a paragraph draft	In class and break-out activities correcting grammar, spelling, and punctuation errors

<b>Assessments:</b>	Teacher observation Teacher observation of break-out activity	Teacher observation Teacher observation of break-out activity Student share of paragraph draft	Teacher observation Teacher observation of break-out activity Student share of strong opening revision	Teacher observation Teacher observation of break-out activity Student share of paragraph revision Multiple choice assessment on revision	Teacher observation Teacher observation of break-out activities Multiple choice assessment on the writing process
<b>Reading and Writing Inclusion:</b>	Completion of prewriting tools	Drafting a proper paragraph	Write strong openings	Group revision of paragraph drafts	Correct grammar, spelling, punctuation errors

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Athena Wahal/Jamie Kotuby

Subject:

Language Arts 6 Learning Support

Week Of:

September 8, 2014

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	1.4.6 A, B, D, L E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8	1.4.6 A, B, C, F, L 1.5.6 A, G E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8	1.4.6 D, F, L 1.5.6 A, G E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8	1.4.6 A, B, C, D, F, L, P 1.5.6 A, G E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8 E06.C.1.3.1	1.4.6 A, B, C, D, F E06.C.1.2.1 E06.C.1.1.1 E06.C.1.2.2 E06.C.1.1.2 E06.C.1.2.3 E06.C.1.2.6 E06.D.1.1-8
<b>Objectives:</b>	Identify the steps of the writing process  Examine methods of prewriting	Identify the steps of the writing process Utilize methods in drafting Create a paragraph draft	Identify the steps of the writing process Implement revising techniques	Identify the steps of the writing process Revise a paragraph draft	Identify the steps of the writing process Edit and proofread grammar, spelling, capitalization errors Recognize steps of publishing
<b>Engagement:</b>	In class activity creating idea comb and topic map  Break-out activity creating graphic organizer about summer vacation	In class activity examining an rough draft  Break-out activity drafting a proper paragraph	Break-out activity using descriptive words in place of general words  Break-out activity transforming weak openings to strong openings	In class activity sequencing sentences in a paragraph  Break-out activity revising a paragraph draft	In class and break-out activities correcting grammar, spelling, and punctuation errors

<b>Assessments:</b>	Teacher observation Teacher observation of break-out activity	Teacher observation Teacher observation of break-out activity Student share of paragraph draft	Teacher observation Teacher observation of break-out activity Student share of strong opening revision	Teacher observation Teacher observation of break-out activity Student share of paragraph revision Multiple choice assessment on revision	Teacher observation Teacher observation of break-out activities Multiple choice assessment on the writing process
<b>Reading and Writing Inclusion:</b>	Completion of prewriting tools	Drafting a proper paragraph	Write strong openings	Group revision of paragraph drafts	Correct grammar, spelling, punctuation errors

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Melissa Williams

Subject:

6<sup>th</sup> Grade LA

Week Of:

Sept. 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	<b>CC.1.2.6.L</b> <b>CC.1.3.6.D</b> <b>CC.1.3.6.K</b> <b>E06.A-C.2.1.1</b>	<b>CC.1.2.6.L</b> <b>CC.1.3.6.D</b> <b>CC.1.3.6.K</b> <b>E06.A-C.2.1.1</b>	<b>CC.1.2.6.L</b> <b>CC.1.3.6.D</b> <b>CC.1.3.6.K</b> <b>E06.A-C.2.1.1</b>		<b>No BC</b>
<b>Objectives:</b>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Explain the elements of fiction and nonfiction stories.</li> <li>Identify if stories are fiction or nonfiction. Define the difference between fiction and nonfiction.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Explain the elements of fiction and nonfiction stories.</li> <li>Identify if stories are fiction or nonfiction.</li> <li>Define the difference between fiction and nonfiction.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Explain the elements of fiction and nonfiction stories.</li> <li>Identify if stories are fiction or nonfiction.</li> <li>Define the difference between fiction and nonfiction.</li> </ul>		<b>No BC</b>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Polling students on different types of fiction/nonfiction stories.</li> <li>Ask students to name which story is fiction and which is nonfiction and why?</li> </ul>	<ul style="list-style-type: none"> <li>Polling students on different types of fiction/nonfiction stories.</li> <li>Ask students to name which story is fiction and which is nonfiction and why?</li> </ul>	<ul style="list-style-type: none"> <li>Polling students on different types of fiction/nonfiction stories.</li> <li>Ask students to name which story is fiction and which is nonfiction and why?</li> </ul>		<b>No BC</b>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Favorite book warm up prompt</li> <li>In-Class submission of fiction and nonfiction texts</li> <li>Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>Favorite book warm up prompt</li> <li>In-Class submission of fiction and nonfiction texts</li> <li>Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>Favorite book warm up prompt</li> <li>In-Class submission of fiction and nonfiction texts</li> <li>Exit Ticket</li> </ul>		<b>No BC</b>

<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Read various (excerpts) from stories to determine if they are fiction or nonfiction.</li> </ul> <p>Write an exit ticket to determine student understanding.</p>	<ul style="list-style-type: none"> <li>• Read various (excerpts) from stories to determine if they are fiction or nonfiction.</li> <li>• Write an exit ticket to determine student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Read various (excerpts) from stories to determine if they are fiction or nonfiction.</li> <li>• Write an exit ticket to determine student understanding.</li> </ul>		<b>No BC</b>

# 6-8 Academy Lesson Plan VC

Due: Friday prior to the week ahead

Teacher:

Kathie Kalsey /co-teacher-Brittany Mentel

Subject:

Math 6

Week Of:

September 8th

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	<p>2.1.6.A: Model and compare values of whole numbers, mixed numbers, fractions, and decimal</p> <p><b>M6.A.1.1.3:</b> Represent a number in exponential form (e.g., <math>10 \times 10 \times 10 = 10^3</math>).</p> <p><b>M6.A.1.2.1:</b> Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals – decimals through thousandths).</p> <p><b>CC.2.1.6.E.4: Apply and extend previous understandings of numbers to the system of rational numbers.</b></p> <p><b>M06.A-N.3.2: Understand ordering and absolute value of rational numbers.</b></p>	<p><b>M6.A.3.1.1:</b> Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations).</p>	<p>CC.2.1.6.E.3: Develop and/or apply number theory concepts to find common factors and multiples</p> <p><b>M06.A-N.2.2.2:</b> Apply the distributive property to express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. Example: Express <math>36 + 8</math> as <math>4(9 + 2)</math>.</p>	<p>CC.2.2.6.B.1: Apply and extend previous understandings of arithmetic to algebraic expressions</p> <p><b>M06.B-E.1.1.1:</b> Write and evaluate numerical expressions involving whole-number exponents.</p>	<p><b>Standard - CC.2.1.6.E.2: Identify and choose appropriate processes to compute fluently with multi-digit numbers.</b></p> <p><b>M06.A-N.2.1.1:</b> Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.</p>
<b>Objectives:</b>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li>• Write, compare, and order whole numbers.</li> <li>• Recall what they have learned about place value to understand large numbers.</li> </ul>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li>• Estimate using whole numbers</li> <li>• Estimate sums and differences using rounding and mental math.</li> </ul>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li>• Understand and put to use the Properties of Numbers for addition and multiplication.</li> </ul>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li>• Use exponents to simplify mathematical expressions.</li> </ul>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li>• Apply the Order of Operations to simplify expressions and solve problems.</li> </ul>

<p><b>Engagement:</b></p>	<ul style="list-style-type: none"> <li>• Team Huddles (BORs) practice reading and writing, comparing and ordering whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• In class practice and BOR *Students will be grouped based on ability level - extra support provided for IEP students</li> <li>• Polling review on whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Board work review(rounding)</li> <li>• Define and apply these properties to solving mathematical phrases.</li> <li>• Identifying the various properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout rooms- students will solve to find the value of the exponent. *Students will be grouped based on ability level - extra support provided for IEP students</li> </ul>	<ul style="list-style-type: none"> <li>• Board work- challenge exponent problem(review)</li> <li>• Students will adopt a mnemonic device to remember the order of operations. *IEP students will have option to work together to create their own mnemonic device with support from co-teacher</li> <li>• BOR to practice</li> <li>• Operation Order game <a href="http://www.funbrain.com">www.funbrain.com</a></li> </ul>
<p><b>Assessments:</b></p>	<ul style="list-style-type: none"> <li>• Exit Ticket *IEP Students will have the option to complete exit ticket in BOR with co-teacher</li> <li>• Scan handwritten assessment and submit to Brain Honey.</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of BOR slides</li> <li>• Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Ticket *IEP Students will have the option to complete exit ticket in BOR with co-teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of breakout slides</li> </ul>	<ul style="list-style-type: none"> <li>• Graded assessment in Brain Honey.</li> </ul>
<p><b>Reading and Writing Inclusion:</b></p>	<ul style="list-style-type: none"> <li>• Get the Goof!-find Goofy’s mistakes and rewrite the problem correctly.</li> <li>• Take a number in standard form and write it in words. CC.1.4.6.F: Demonstrate a grade appropriate command of the</li> </ul>	<ul style="list-style-type: none"> <li>• Get the Goof</li> <li>• Estimation Challenge</li> <li>• Read pages 8-9 in textbook - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text –</li> </ul>	<ul style="list-style-type: none"> <li>• Write key concepts from Chapter 1-3 in Math Notebook. Include an example of each.  CC.1.4.6.F: Demonstrate a grade appropriate command of the conventions of standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Get the Goof</li> <li>• Read page 162 in textbook (CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension,</li> </ul>	<ul style="list-style-type: none"> <li>• Get the Goof</li> <li>• Read Pages 16-17 in textbook CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension,</li> </ul>

	<p>conventions of standard English grammar and spelling.  <b>E06.D.1.2.2: Spell correctly</b></p>	<p>with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <ul style="list-style-type: none"> <li>• E06.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.</li> </ul>	<p>grammar and spelling.  <b>E06.D.1.2.2: Spell correctly</b></p>	<p>making connections among ideas and between texts with focus on textual evidence.)</p> <ul style="list-style-type: none"> <li>• Write Key concepts in Math notebook.</li> <li>• CC.1.4.6.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</li> <li>• <b>E06.D.1.2.2: Spell correctly</b></li> </ul>	<p>making connections among ideas and between texts with focus on textual evidence.</p> <ul style="list-style-type: none"> <li>• Write your own mnemonic device to remember the order of operations. (CC.1.4.6.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>E06.D.1.2.2: Spell correctly</b>)</li> </ul>
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\*Students may be pulled into separate BOR with co-teacher during BOR time for individual assistance on an as needed basis.

# 6-8 Academy Lesson Plan BC

Due: Friday prior to the week ahead

Teacher:

Megan Murray

Subject:

Math 6

Week Of:

September 8<sup>th</sup>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>		<p><b>CC.2.1.6.E.2:</b> Identify and choose appropriate processes to compute fluently with multi-digit numbers.</p> <p><b>M06.A-N.2.1.1:</b> Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.</p>	<p><b>CC.2.1.6.E.2:</b> Identify and choose appropriate processes to compute fluently with multi-digit numbers.</p> <p><b>M06.A-N.2.1.1:</b> Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.</p>	<p><b>CC.2.1.6.E.2:</b> Identify and choose appropriate processes to compute fluently with multi-digit numbers.</p> <p><b>M06.A-N.2.1.1:</b> Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.</p>	<b>NO BC</b>
<b>Objectives:</b>		<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>-Review the basic elements of whole numbers such as adding, subtracting, dividing, and multiplying.</li> <li>-Review place value and whole numbers.</li> <li>-Identify the difference between comparing and ordering whole numbers.</li> <li>-Review the rules of rounding and estimating whole numbers.</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>-Review the basic elements of whole numbers such as adding, subtracting, dividing, and multiplying.</li> <li>-Review place value and whole numbers.</li> <li>-Identify the difference between comparing and ordering whole numbers.</li> <li>-Review the rules of rounding and estimating whole numbers.</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>-Review the basic elements of whole numbers such as adding, subtracting, dividing, and multiplying.</li> <li>-Review place value and whole numbers.</li> <li>-Identify the difference between comparing and ordering whole numbers.</li> <li>-Review the rules of rounding and estimating whole numbers.</li> </ul>	

<b>Engagement:</b>		<p>Students will have active engagement throughout the lesson by:</p> <ul style="list-style-type: none"> <li>-Drawing on the whiteboard to answer math problems.</li> <li>-Using the polling feature to answer yes or no/true or false questions.</li> <li>-Using their microphones to explain their reasoning.</li> </ul>	<p>Students will have active engagement throughout the lesson by:</p> <ul style="list-style-type: none"> <li>-Drawing on the whiteboard to answer math problems.</li> <li>-Using the polling feature to answer yes or no/true or false questions.</li> <li>-Using their microphones to explain their reasoning.</li> </ul>	<p>Students will have active engagement throughout the lesson by:</p> <ul style="list-style-type: none"> <li>-Drawing on the whiteboard to answer math problems.</li> <li>-Using the polling feature to answer yes or no/true or false questions.</li> <li>-Using their microphones to explain their reasoning.</li> </ul>	
<b>Assessments:</b>		<p>Students will be assessed with:</p> <ul style="list-style-type: none"> <li>-Teacher observation.</li> <li>-Exit Tickets.</li> </ul>	<p>Students will be assessed with:</p> <ul style="list-style-type: none"> <li>-Teacher observation.</li> <li>-Exit Tickets.</li> </ul>	<p>Students will be assessed with:</p> <ul style="list-style-type: none"> <li>-Teacher observation.</li> <li>-Exit Tickets.</li> </ul>	
<b>Reading and Writing Inclusion:</b>		<p>Students will be:</p> <ul style="list-style-type: none"> <li>-Writing responses to questions in both the chat box and on the whiteboard.</li> <li>-Reading slides which include explanations and definitions of terms being discussed.</li> </ul>	<p>Students will be:</p> <ul style="list-style-type: none"> <li>-Writing responses to questions in both the chat box and on the whiteboard.</li> <li>-Reading slides which include explanations and definitions of terms being discussed.</li> </ul>	<p>Students will be:</p> <ul style="list-style-type: none"> <li>-Writing responses to questions in both the chat box and on the whiteboard.</li> <li>-Reading slides which include explanations and definitions of terms being discussed.</li> </ul>	

# 6-8 Academy Lesson Plan VC

Due: Friday prior to the week ahead

Teacher: Jake D'Arcangelo/Justin DeWitt    Subject: 6<sup>th</sup> Grade Science    Week Of: September 8, 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5, 3.1.6.A8	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5, 3.1.6.A9	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5, 3.1.6.A6	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5, 3.1.6.A6
<b>Objectives:</b>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Understand the structure of animals.</li> <li>Define the structures that make up animal's bodies.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Understand how animals are classified.</li> <li>Review major Chapter 1, Section 1 concepts.</li> <li>Describe functions of animal survival.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Define the term symmetry.</li> <li>Develop a comprehension of animals based on their symmetry.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Identify the main characteristics of sponges.</li> <li>Break down a sample experiment using the scientific method form.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Describe the main characteristics of cnidarians.</li> </ul>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> <li>Prompts to remain on task</li> <li>Repetition of directions</li> </ul>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> <li>Prompts to remain on task</li> <li>Repetition of directions</li> </ul>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> <li>Prompts to remain on task</li> <li>Repetition of directions</li> </ul>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> <li>Prompts to remain on task</li> <li>Repetition of directions</li> </ul>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> <li>Prompts to remain on task</li> <li>Repetition of directions</li> </ul>
<b>Assessments:</b>	True/False questions Polling feature for multiple choice questions with only three choices. Use of emotions for periodic comprehension/status check. Teacher Monitoring. Word Bank.	True/False questions Polling feature for multiple choice questions with only three choices. Use of emotions for periodic comprehension/status check. Teacher Monitoring. Word Bank.	True/False questions Polling feature for multiple choice questions with only three choices. Use of emotions for periodic comprehension/status check. Teacher Monitoring. Word Bank.	True/False questions Polling feature for multiple choice questions with only three choices. Use of emotions for periodic comprehension/status check. Teacher Monitoring. Word Bank.	True/False questions Polling feature for multiple choice questions with only three choices. Use of emotions for periodic comprehension/status check. Teacher Monitoring. Word Bank.
<b>Reading and Writing Inclusion:</b>	<b>Writing</b> - 1.5.6.F -Students will answer questions through typing/writing on the whiteboard <b>Reading</b> - 1.1.6.A, 1.1.6.B, 1.1.6.C, 1.1.6.D	<b>Writing</b> - 1.5.6.F -Students will answer questions through typing/writing on the whiteboard <b>Reading</b> - 1.1.6.A, 1.1.6.B, 1.1.6.C, 1.1.6.D Students will read pages	<b>Writing</b> - 1.5.6.F, 1.5.6.B -Students will answer short answer and open-ended questions through typing/writing on the whiteboard <b>Reading</b> - 1.1.6.A, 1.1.6.B, 1.1.6.C, 1.1.6.D	<b>Writing</b> - 1.5.6.F -Students will answer questions through typing/writing on the whiteboard <b>Reading</b> - 1.1.6.A, 1.1.6.B, 1.1.6.C, 1.1.6.D	<b>Writing</b> - 1.5.6.F -Students will answer questions through typing/writing on the whiteboard <b>Reading</b> - 1.1.6.A, 1.1.6.B, 1.1.6.C, 1.1.6.D

	-Students will read pages in this section and comprehend passages.	in this section and comprehend passages.	-Students will read pages in this section and comprehend passages.	-Students will read pages in this section and comprehend passages.	-Students will read pages in this section and comprehend passages.
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Teacher:

Kelly Testa

Subject:

 6<sup>th</sup> Grade Science

Week Of:

September 8, 2014

	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Standards:</b>	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5 <b>Writing</b> - 1.5.6.F	IEP Meetings 8:00-10:00	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5 <b>Writing</b> - 1.5.6.F	<b>Science</b> - 3.1.A, 3.1.6.A1, 3.1.6.A4, 3.1.6.A5 <b>Writing</b> - 1.5.6.F	<b>Weekly Reflection Notes</b> No BC	
<b>Objectives:</b>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Identify the difference between a plant cell and animal cell.</li> <li>Sort vertebrates and invertebrates.</li> <li>Work cooperatively to create a new animal with radial symmetry.</li> <li>Describe how cephalopods move and why camouflage is so important to them.</li> </ul>		<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Identify the difference between a plant cell and animal cell.</li> <li>Sort vertebrates and invertebrates.</li> <li>Work cooperatively to create a new animal with radial symmetry.</li> <li>Describe how cephalopods move and why camouflage is so important to them.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Identify the difference between a plant cell and animal cell.</li> <li>Sort vertebrates and invertebrates.</li> <li>Work cooperatively to create a new animal with radial symmetry.</li> <li>Describe how cephalopods move and why camouflage is so important to them.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Identify the difference between a plant cell and animal cell.</li> <li>Sort vertebrates and invertebrates.</li> <li>Work cooperatively to create a new animal with radial symmetry.</li> <li>Describe how cephalopods move and why camouflage is so important to them.</li> </ul>	
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Small Group Task</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> <li>Weezie Time</li> </ul>			<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Small Group Task</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> </ul> Weezie Time	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Small Group Task</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> <li>Video</li> </ul> Weezie Time	
<b>Assessments:</b>	True/False questions Polling feature for multiple choice question. Discussion of sample PSSA science question. Use of emotions for periodic comprehension/status check. Teacher Monitoring.			True/False questions Polling feature for multiple choice question. Discussion of sample PSSA science question. Use of emotions for periodic comprehension/status check. Teacher Monitoring.	True/False questions Polling feature for multiple choice question. Discussion of sample PSSA science question. Use of emotions for periodic comprehension/status check. Teacher Monitoring.	
<b>Reading and Writing Inclusion:</b>	Students will write their definition of an animal to be shared during class. We will discuss expected components of short answer responses. <i>*Next week we will examine the scoring rubric for writing responses on the PSSA Test.</i>			Students will write their definition of an animal to be shared during class. We will discuss expected components of short answer responses. <i>*Next week we will examine the scoring rubric for writing responses on the PSSA Test.</i>	Students will write their definition of an animal to be shared during class. We will discuss expected components of short answer responses. <i>*Next week we will examine the scoring rubric for writing responses on the PSSA Test.</i>	



# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teachers:

Brian Blanker and Ed Gorman

Subject:

Social Studies 6

Week Of:

9/8

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	7.3.6.A 7.4.6.A CC.8.6.6-8.A CC.1.2.6.A	8.1.6.A 8.4.6.A 8.4.6.C CC.8.6.6-8.A CC.1.2.6.A	7.2.6.A 7.3.6.A CC.8.5.6-8.H CC.1.2.6.C	6.1.6.A 6.1.6.B 8.1.6.A CC.8.6.6-8.A CC.8.5.6-8.E CC.1.2.6.C	6.1.6.A 6.1.6.B 6.5.6.A CC.8.6.6-8.B CC.1.2.6.B
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>The student will categorize the tools used to understand history.</li> <li>The student will categorize and define the key terms associated with section 1 to better understand history.</li> </ul>	<ul style="list-style-type: none"> <li>The student will model the connection between geography and history.</li> <li>The student will use high use words to help build vocabulary related to history.</li> </ul>	<ul style="list-style-type: none"> <li>The student will use facts to describe how hunter-gatherers lived during the Old Stone Age.</li> <li>The student will learn how to make predictions to help remember what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify the main reason that people began to farm.</li> <li>The student will list how civilizations formed and spread.</li> </ul>	<ul style="list-style-type: none"> <li>The student will list three advantages people gained settling in one place.</li> <li>The student will provide textual evidence showing the connection between farming and the growth of cities.</li> </ul>

<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• Breakout room (Stone Age overview)</li> <li>• Video (Stone Age)</li> <li>• In class discussion</li> <li>• Writing Activity (tools)</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout room</li> <li>• Polling activity</li> <li>• Writing Activity (connection between geography and history)</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout room (Old Stone Age)</li> <li>• Video (Old Stone Age)</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout room</li> <li>• Polling Activity</li> <li>• Writing Activity (Why people began to farm?)</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout room (Advantages of Farming)</li> <li>• Writing Activity (Advantages)</li> </ul>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Formative and informal observation.</li> <li>• Submission of categorization sentences</li> <li>• Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and informal observation.</li> <li>• Submission of models illustrating the connection between geography and history.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and informal observation.</li> <li>• Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and informal observation.</li> <li>• Submission of written analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice assessment on the differences between the Old, Middle, and New Stone Ages.</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Using a minimum of three complete sentences categorize the tools used to understand history.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a minimum of two complete sentences give two specific examples of how geography has impacted history.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify facts that would describe hunter-gatherers.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short written analysis to explain why people began to farm turning a prompt into an effective response.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph explaining the advantages people gained from farming instead of hunting and gathering.</li> </ul>
<b>Adaptations and Modifications:</b>	<ul style="list-style-type: none"> <li>• Extra time to complete assignments or tests</li> <li>• Working in a small group</li> <li>• Working one on one with the teacher</li> <li>• Opportunity to resubmit</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time to complete assignments or tests</li> <li>• Working in a small group</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time to complete assignments or tests</li> <li>• Working in a small group</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time to complete assignments or tests</li> <li>• Working in a small group</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time to complete assignments or tests</li> <li>• Working in a small group</li> </ul>

	<p>assignments/quizzes/tes ts</p> <ul style="list-style-type: none"> <li>• Use of manipulative when applicable</li> <li>• frequent breaks</li> <li>• frequent reminders of tasks</li> <li>• Provide clear, concise directions and concrete examples for homework</li> <li>• Use of visual aids, guided instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Working one on one with the teacher</li> <li>• Opportunity to resubmit assignments/quizzes/tests</li> <li>• Use of manipulative when applicable</li> <li>• frequent breaks</li> <li>• frequent reminders of tasks</li> <li>• Provide clear, concise directions and concrete examples for homework</li> <li>• Use of visual aids, guided instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Working one on one with the teacher</li> <li>• Opportunity to resubmit assignments/quizzes/tests</li> <li>• Use of manipulative when applicable</li> <li>• frequent breaks</li> <li>• frequent reminders of tasks</li> <li>• Provide clear, concise directions and concrete examples for homework</li> </ul> <p>Use of visual aids, guided instruction</p>	<ul style="list-style-type: none"> <li>• Working one on one with the teacher</li> <li>• Opportunity to resubmit assignments/quizzes/tests</li> <li>• Use of manipulative when applicable</li> <li>• frequent breaks</li> <li>• frequent reminders of tasks</li> <li>• Provide clear, concise directions and concrete examples for homework</li> </ul> <p>Use of visual aids, guided instruction</p>	<ul style="list-style-type: none"> <li>• Working one on one with the teacher</li> <li>• Opportunity to resubmit assignments/quizzes/tests</li> <li>• Use of manipulative when applicable</li> <li>• frequent breaks</li> <li>• frequent reminders of tasks</li> <li>• Provide clear, concise directions and concrete examples for homework</li> </ul> <p>Use of visual aids, guided instruction</p>
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# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

David Marchionda

Subject:

Social Studies

Week Of:

9/8-9/12

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	PA Standards for Geography: <ul style="list-style-type: none"> <li>• 7.1.6.A</li> <li>• 7.1.6 B</li> <li>• 7.2.6. A</li> <li>• 7.3.6. A</li> </ul> PA Standards for Reading: <ul style="list-style-type: none"> <li>• CC.8.5.6-8.B/D/G/J</li> </ul> PA Standards for Writing: <ul style="list-style-type: none"> <li>• CC.8.6.6-8.A/C/E/H/I</li> </ul> PA Core ELA Reading <ul style="list-style-type: none"> <li>• CC.1.2.7.A/C/J/L</li> </ul> Writing <ul style="list-style-type: none"> <li>• CC.1.4.7.A/B/C/D/F</li> </ul> Speaking/Listening <ul style="list-style-type: none"> <li>• CC.1.5.7.A/B/C/D/G</li> </ul>	PA Standards for Geography: <ul style="list-style-type: none"> <li>• 7.1.6.A</li> <li>• 7.1.6 B</li> <li>• 7.2.6. A</li> <li>• 7.3.6. A</li> </ul> PA Standards for Reading: <ul style="list-style-type: none"> <li>• CC.8.5.6-8.B/D/G/J</li> </ul> PA Standards for Writing: <ul style="list-style-type: none"> <li>• CC.8.6.6-8.A/C/E/H/I</li> </ul> PA Core ELA Reading <ul style="list-style-type: none"> <li>• CC.1.2.7.A/C/J/L</li> </ul> Writing <ul style="list-style-type: none"> <li>• CC.1.4.7.A/B/C/D/F</li> </ul> Speaking/Listening <ul style="list-style-type: none"> <li>• CC.1.5.7.A/B/C/D/G</li> </ul>	No BC	PA Standards for Geography: <ul style="list-style-type: none"> <li>• 7.1.6.A</li> <li>• 7.1.6 B</li> <li>• 7.2.6. A</li> <li>• 7.3.6. A</li> </ul> PA Standards for Reading: <ul style="list-style-type: none"> <li>• CC.8.5.6-8.B/D/G/J</li> </ul> PA Standards for Writing: <ul style="list-style-type: none"> <li>• CC.8.6.6-8.A/C/E/H/I</li> </ul> PA Core ELA Reading <ul style="list-style-type: none"> <li>• CC.1.2.7.A/C/J/L</li> </ul> Writing <ul style="list-style-type: none"> <li>• CC.1.4.7.A/B/C/D/F</li> </ul> Speaking/Listening <ul style="list-style-type: none"> <li>• CC.1.5.7.A/B/C/D/G</li> </ul>	No BC
<b>Objectives:</b>	The SWBAT: <ul style="list-style-type: none"> <li>• Describe how common geographical tools are used to organize and interpret information about people and environment</li> <li>• Identify the five themes of geography</li> <li>• Define the key terms location, place, region,</li> </ul>	The SWBAT: <ul style="list-style-type: none"> <li>• Describe how common geographical tools are used to organize and interpret information about people and environment</li> <li>• Identify the five themes of geography</li> <li>• Define the key terms location, place, region,</li> </ul>	No BC	The SWBAT: <ul style="list-style-type: none"> <li>• Describe how common geographical tools are used to organize and interpret information about people and environment</li> <li>• Identify the five themes of geography</li> <li>• Define the key terms location, place, region,</li> </ul>	No BC

	<p>movement, and human environment interaction</p> <ul style="list-style-type: none"> <li>• Explain the five themes of geography using a concept web</li> <li>• Describe relative and absolute location</li> <li>• Locate longitude and latitude on a map</li> </ul>	<p>movement, and human environment interaction</p> <ul style="list-style-type: none"> <li>• Explain the five themes of geography using a concept web</li> <li>• Describe relative and absolute location</li> <li>• Locate longitude and latitude on a map</li> </ul>		<p>movement, and human environment interaction</p> <ul style="list-style-type: none"> <li>• Explain the five themes of geography using a concept web</li> <li>• Describe relative and absolute location</li> <li>• Locate longitude and latitude on a map</li> </ul>	
<b>Engagement:</b>	<p>Polling options: Polling (yes/no), emoticons, multiple choice, warm-up question</p>	<p>Polling options: Polling (yes/no), emoticons, multiple choice, warm-up question</p>	No BC	<p>Polling options: Polling (yes/no), emoticons, multiple choice, warm-up question</p>	No BC
<b>Assessments:</b>	<p>Exit tickets (name one of the five themes of geography), concept map, discussion board (comprehension), chat notes and microphone</p> <p>Informal assessment: observation, interviews</p> <p>Collaborate tools and features</p>	<p>Exit tickets (name one of the five themes of geography), concept map, discussion board (comprehension), chat notes and microphone</p> <p>Informal assessment: observation, interviews</p> <p>Collaborate tools and features</p>	No BC	<p>Exit tickets (name one of the five themes of geography), concept map, discussion board (comprehension), chat notes and microphone</p> <p>Informal assessment: observation, interviews</p> <p>Collaborate tools and features</p>	No BC

<b>Reading and Writing Inclusion:</b>	Discussion board prompt: Describe your town or city, using each of the five themes of geography.  Whiteboard concept map	Discussion board prompt: Describe your town or city, using each of the five themes of geography.  Whiteboard concept map	No BC	Discussion board prompt: Describe your town or city, using each of the five themes of geography.  Whiteboard concept map	No BC
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# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Carla Dioguardi/Leone

Subject:

English 7

Week Of:

September 8

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	CC.1.2.7.A/B/C/D CC.1.3.7.E CC.1.4.7.C E07.B-K.1.1.1-3 E07.B-C.2.1.1 E07.A-C.2.1.2 E07.C.1.2.2 E07.E.1.1.2	CC.1.3.7.A/B/C/D CC.1.4.7.B/C/D E07.A-K.1.1.1-3 E07.A-C.2.1.1 E07.C.1.2.1-2	CC.1.3.7.I CC.1.4.7.F E07.A-V.4.1.1-2	CC.1.3.7.A/B/C/D/E E07.A-K.1.1.1-3 E07.A-C.2.1.1 E07.A-C.2.1.2	CC.1.4.7.A/B/C/D/E/F E07.C.1.2.1-6
<b>Objectives:</b>	Literary Focus: Students identify Characteristics of-novels, novellas, short stories and autobiographies  Intro to prose page 3-7	Reading: Students will identify the characteristics of a short story, Identify internal and external conflict  Amigo Brothers page 17	Vocabulary and Grammar: Students will identify common and proper nouns, students will use context clues to determine meaning of vocabulary word.  Page 28-29	Reading: Students will activate prior knowledge to understand new texts and identify the elements of a novella.  Song of the Trees page 45	Writing: Student will identify the need to consider audience and purpose when prewriting. Student will support evidence from the text when writing a compare and contrast essay
<b>Engagement:</b>	Students will be engaged during two quick check activities via polling. Student will complete a break out activity and closure writing activity	Students will complete a Venn diagram via break out comparing and contrasting the main characters in today's short story.	When provided sentences, students will circle common and underline proper nouns. Students will analyze and discuss the meaning of the final paragraph in the short story read yesterday.	Students will read an example of a novella during class.  Students will complete a chart identifying the elements of fiction within the novella. .	Students will read and review a professional and student model of a compare and contrast essay during class.  Page 106-107

<b>Assessments:</b>	Students will read an autobiography-and submit a reading check worksheet.	Students will answer a Closure question assessing their understanding of Internal and External Conflict.	Students will identify common and proper nouns within a given sentence.	Students will complete a quiz on the novella read during class today.	Students will submit the completed Venn Diagram using two characters from stories read during class this week.
<b>Reading and Writing Inclusion:</b>	Students will begin class with a quick write activity, students will complete a break out activity and closure writing activity	Students will answer a What do you think? Question upon previewing today's short story. Student will complete a quick write activity	Students will submit a paragraph about their favorite sport or hobby incorporating 3 common and 3 proper nouns.	Students will submit via chat a response to a Warm up and Closure writing activity.	When given a writing prompt students will complete a Venn Diagram comparing and contrasting two characters from stories read this week

# 6-8 Academy Lesson Plan BC

Due: Friday prior to the week ahead

Teacher:

Natasha Vazquez Lee

Subject:

English 7 BC

Week Of:

September 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	No Class- Planning/Prep/ Grading	<b>CC.1.3.7.A</b> <b>E07.A-K.1.1.2</b>  <b>CC.1.3.7.B</b> <b>E07.A-K.1.1.1</b>  <b>CC.1.2.7.E</b> <b>E07.B-C.2.1.2</b>  <b>CC.1.2.7.F</b> <b>E07.B-V.4.1.1</b> <b>E07.B-V.4.1.2</b> <b>E07.B-C.2.1.3</b>	<b>CC.1.3.7.A</b> <b>E07.A-K.1.1.2</b>  <b>CC.1.3.7.B</b> <b>E07.A-K.1.1.1</b>  <b>CC.1.2.7.E</b> <b>E07.B-C.2.1.2</b>  <b>CC.1.2.7.F</b> <b>E07.B-V.4.1.1</b> <b>E07.B-V.4.1.2</b> <b>E07.B-C.2.1.3</b>	<b>CC.1.3.7.A</b> <b>E07.A-K.1.1.2</b>  <b>CC.1.3.7.B</b> <b>E07.A-K.1.1.1</b>  <b>CC.1.2.7.E</b> <b>E07.B-C.2.1.2</b>  <b>CC.1.2.7.F</b> <b>E07.B-V.4.1.1</b> <b>E07.B-V.4.1.2</b> <b>E07.B-C.2.1.3</b>	No Class- Planning/Prep/ Grading
<b>Objectives:</b>	No Class- Planning/Prep/ Grading	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Set a purpose for reading</li> <li>Identify 10 strategies used by good readers</li> <li>Apply good reader strategies while reading an informative article</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Set a purpose for reading</li> <li>Identify 10 strategies used by good readers</li> <li>Apply good reader strategies while reading an informative article</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Set a purpose for reading</li> <li>Identify 10 strategies used by good readers</li> <li>Apply good reader strategies while reading an informative article</li> </ul>	No Class- Planning/Prep/ Grading
<b>Engagement:</b>	No Class- Planning/Prep/ Grading	<ul style="list-style-type: none"> <li>Reading interest survey (complete as a Plan! quiz)</li> <li>Emoticons</li> <li>Fill in the blanks on the board</li> <li>Oral questions/response</li> <li>Notes (for exit ticket)</li> </ul>	<ul style="list-style-type: none"> <li>Reading interest survey (complete as a Plan! quiz)</li> <li>Emoticons</li> <li>Fill in the blanks on the board</li> <li>Oral questions/response</li> <li>Notes (for exit ticket)</li> </ul>	<ul style="list-style-type: none"> <li>Reading interest survey (complete as a Plan! quiz)</li> <li>Emoticons</li> <li>Fill in the blanks on the board</li> <li>Oral questions/response</li> <li>Notes (for exit ticket)</li> </ul>	No Class- Planning/Prep/ Grading
<b>Assessments:</b>	No Class- Planning/Prep/ Grading	<ul style="list-style-type: none"> <li>Reading interest survey</li> <li>Exit ticket—name one “good reader strategy” and tell how it helped to understand the reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Reading interest survey</li> <li>Exit ticket—name one “good reader strategy” and tell how it helped to understand the reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Reading interest survey</li> <li>Exit ticket—name one “good reader strategy” and tell how it helped to understand the reading passage</li> </ul>	No Class- Planning/Prep/ Grading
<b>Reading and Writing Inclusion:</b>	No Class- Planning/Prep/ Grading	Students will read a non-fiction article and write a sentence explaining how the	Students will read a non-fiction article and write a sentence explaining how	Students will read a non-fiction article and write a sentence explaining how the	No Class- Planning/Prep/ Grading

		reading strategies helped them to understand the article.	the reading strategies helped them to understand the article.	reading strategies helped them to understand the article.	
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# 6-8 Academy Lesson Plan VC

Due: Friday prior to the week ahead

Teacher:

Amanda Leone

Subject:

English 7

Week Of:

September 8th

Co-teacher:

Kristin Jeffers

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.1.2.7.A/B/C/D CC.1.3.7.E CC.1.4.7.C E07.B-K.1.1.1-3 E07.B-C.2.1.1 E07.A-C.2.1.2 E07.C.1.2.2 E07.E.1.1.2	CC.1.3.7.A/B/C/D CC.1.4.7.B/C/D E07.A-K.1.1.1-3 E07.A-C.2.1.1 E07.C.1.2.1-2	CC.1.3.7.A/B/C/D/E E07.A-K.1.1.1-3 E07.A-C.2.1.1 E07.A-C.2.1.2	CC.1.3.7.I CC.1.4.7.F E07.A-V.4.1.1-2	CC.1.4.7.A/B/C/D/E/F E07.C.1.2.1-6
<b>Objectives:</b>	Students will: understand the difference between novels, novellas, and short stories learn about types of nonfiction	Students will: review the characteristics of short stories understand internal and external conflicts compare and contrast characters	Students will: Reread and discuss a short story understand internal and external conflicts Discuss conflict and resolution	Students will: Understand the meaning of different types of nouns Practice identifying nouns within a sentence Write their own sentences that will identify each type of noun	Students will: Identify the stages of the writing process. Describe the elements of each stage of the writing process
<b>Engagement:</b>	Warm-up, Participation, Emoticons, Peer practice in BOR, Discussion	Warm-up, Participation, Emoticons, BOR, Discussion	Warm-up, Participation, Emoticons, BOR matching vocab terms, Discussion	Warm-up, In class whiteboard activity locating nouns, Online game to distinguish between nouns	Participation, Emoticons, BOR, Discussion
<b>Assessments:</b>	Quick check for understanding, Questioning, Discussion, Observation	Short Answer homework on story, Venn Diagram, Exit Ticket	Formative Assessment - Quiz on story, Exit Ticket	Exit Ticket, Multiple choice Check for understanding on nouns	Questioning, Exit Ticket on four stages of writing process

<b>Reading and Writing Inclusion:</b>	Analyzing and writing sentences about two pictures	Organizing ideas in a Venn Diagram, written response to open ended	Rereading a story to discuss key details and points	Writing examples of proper, common and collective nouns	Identify each step of writing process
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# 6-8 Academy Lesson Plan BC

Due: Friday prior to the week ahead

Teacher:

Megan Chevalier

Subject:

Math 7

Week Of:

September 8<sup>th</sup>

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	No BC	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M07.A-N.1.1.3	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M07.A-N.1.1.3	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M07.A-N.1.1.3	No BC
<b>Objectives:</b>	No BC	<b>Students will be able to:</b> -Review the rules for the order of operations. -apply their knowledge of order of operations to simplify expressions	<b>Students will be able to:</b> -Review the rules for the order of operations. -apply their knowledge of order of operations to simplify expressions	<b>Students will be able to:</b> -Review the rules for the order of operations. -apply their knowledge of order of operations to simplify expressions	No BC
<b>Engagement:</b>	No BC	-Polling students on the different aspects of the order of operations. - having volunteers solve math problems on the whiteboard.	-Polling students on the different aspects of the order of operations. - having volunteers solve math problems on the whiteboard	-Polling students on the different aspects of the order of operations. - having volunteers solve math problems on the whiteboard	No BC
<b>Assessments:</b>	No BC	-What is the order of operations warm up prompt. - In-class submission of independent order of operations questions.	-What is the order of operations warm up prompt. - In-class submission of independent order of operations questions.	-What is the order of operations warm up prompt. - In-class submission of independent order of operations questions.	No BC

<b>Reading and Writing Inclusion:</b>	No BC	-Explain using steps how they came up with the answer to an independent math problem involving order of operations.	Explain using steps how they came up with the answer to an independent math problem involving order of operations.	Explain using steps how they came up with the answer to an independent math problem involving order of operations.	No BC
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# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Melissa Francona

Subject:

7<sup>th</sup> math

Week Of:

Sept. 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers M07.A-N.1.1.3	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M01.A-N.1.1.3	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M01.A-N.1.1.3	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M01.A-N.1.1.3	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M01.A-N.1.1.3
<b>Objectives:</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Write repeated multiplication using exponents</li> </ul>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Use the order of operations to simplify numerical expressions</li> <li>Section 1.1</li> </ul>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Use the order of operations to simplify numerical expressions</li> <li>Section 1.1</li> </ul>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Identify properties of rational numbers and use them to simplify numerical expressions.</li> <li>Section 1.2</li> </ul>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Assess students' mastery of concepts and skills from the order of operations and identifying properties of rational number and simplifying them.</li> </ul>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Students will read and practice their work for the class material.</li> <li>Use of break out session for problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Show students video on the order of operations</li> <li>Use of emoticons and polling during class.</li> </ul>	<ul style="list-style-type: none"> <li>Have students work in groups to decide which operation sign belongs in each box to make the number sentences true.</li> <li>Discussion on examples with +</li> </ul>	<ul style="list-style-type: none"> <li>Show students video on the identifying properties of rational numbers.</li> <li>Use of breakout session for problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Work in breakout sessions for review.</li> <li>Discussion about the order of operations.</li> </ul>

			and – also x and /. Which one comes first.		
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Guided practice questions in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up question: Using exponents</li> <li>• Guided practice questions throughout class and assigned questions for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up questions: using the order of operations.</li> <li>• Assign questions for homework from book.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up questions: using the order of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Section 1.1 and 1.2 quiz on the order of operations and properties of numbers in Brain Honey</li> </ul>
<b>Reading and Writing Inclusion:</b>		<ul style="list-style-type: none"> <li>• Discussion board: Tell of another mnemonic device for remembering the order of operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and explain how the order of operations is used in a specific problem as open ended question.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion board: share mnemonic devices to remember the names of properties</li> </ul>	

# 14-15 Lesson Plan for 6-8 Academy

*Due: Friday prior to the week ahead*

Teacher:	Christy Morrison	Subject:	Mathematics 7	Week of:	September 8th
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	CC.2.2.7.C: Use the order of operations to evaluate numerical expressions	Math 8	Math 8	NO BC	NO BC
<b>Objectives:</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Utilize Blackboard Collaborate whiteboard and communication tools</li> <li>Utilize features of LMS Brain Honey</li> <li>Review Course Timeline</li> <li>Review Classroom Policies and Procedures</li> <li>Solve multi-step problems demonstrating understanding of the Order of Operations</li> </ul>				
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Practice using Collaborate whiteboard and communication tools</li> <li>View an Application Share and brief tour of LMS Brain Honey</li> <li>Receive and review course timeline</li> <li>Solve multi-step</li> </ul>				

	expressions on whiteboard with multiple operations				
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Introduction using audio rights</li> <li>• Use polling feature to check if they understand pacing and Course Timeline</li> <li>• Use polling feature to assess if they understand classroom rules</li> <li>• Check understanding by having students answer problems on the board</li> </ul>				
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Read syllabus and timeline for course</li> <li>• Send email to teacher to check that they understand how to communicate</li> </ul>				

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Tyler Ellis

Subject:

Science 7

Week Of:

September 8<sup>th</sup>, 2014

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	<b>S7.A.1.1.1</b> <b>S7.A.1.1.4</b> <b>E07.B-K.1.1.1</b> <b>E07.B-K.1.1.2</b> <b>E07.B-K.1.1.3</b>	<b>S7.A.2.1.1</b> <b>S7.A.1.1.1</b> <b>S7.A.1.1.3</b> <b>E07.C.1.1.3</b>	<b>S7.A.2.2.2</b> <b>S7.A.3.2.1</b> <b>S7.A.1.1.4</b> <b>CC.1.5.7.A</b>	<b>4.1.7.F</b> <b>S7.C.1.1</b> <b>S7.C.1.1.1</b> <b>CC.1.2</b> <b>CC.1.2.7.L</b>	<b>4.1.7.F</b> <b>S7.C.1.1.4</b> <b>E07.B-K.1.1.1</b> <b>E07.B-K.1.1.2</b> <b>E07.B-K.1.1.3</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Discuss what science is by identifying evidence, theories, and laws.</li> <li>• Determine the difference between a theory and a law by comparing and contrasting them.</li> <li>• Analyze how a scientist supports scientific knowledge by discussing methods of gathering empirical evidence.</li> </ul> <p>Pages 30-41</p>	<ul style="list-style-type: none"> <li>•Determine what a scientific investigation is by discussing experiments, observations, and hypotheses.</li> <li>•Determine how to conduct a scientific investigation by analyzing a scientific method.</li> <li>•Define key components of a good investigation by determining different evaluation techniques.</li> </ul> <p>Pages 16-29</p>	<ul style="list-style-type: none"> <li>•Determine how to organize scientific data by discussing the uses of data tables.</li> <li>•Determine how to analyze scientific data by viewing different types of graphs.</li> <li>•Identify benefits and limitations to using models by discussing different types of models.</li> </ul> <p>Pages 62-73</p>	<ul style="list-style-type: none"> <li>•Define what matter is by discussing the characteristics of matter.</li> <li>•Relate mass and weight by comparing and contrasting them.</li> </ul> <p>Pages 4-8 (Matter and Energy text book)</p>	<ul style="list-style-type: none"> <li>•Discuss what volume is and how to determine the volume of defined and undefined objects.</li> <li>•Discuss density by relating it to volume and mass.</li> </ul> <p>Pages 9-17</p>

<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• In class polling related to both warm-up and closure questions</li> <li>• Break out rooms comparing and contrasting specific examples of A theory and a law based on their definitions.</li> </ul>	<ul style="list-style-type: none"> <li>• In class note responses Identifying specific observations in given experimental situations.</li> <li>• Partner breakout rooms where they will collectively order the scientific method based on definitions.</li> </ul>	<ul style="list-style-type: none"> <li>• In class creation of original data tables</li> <li>• In class polling to determine the best model to represent data and why</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout rooms creating a list of the characteristics of matter</li> <li>• Identifying the differences between mass and weight through in class examples</li> </ul>	<ul style="list-style-type: none"> <li>• Calculating volume of defined and undefined objects through breakout room problems</li> </ul>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Exit slip identifying a theory or law in a paragraph</li> <li>• In class polling participation</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering assessment of the scientific method</li> </ul>	<ul style="list-style-type: none"> <li>• Exit slip analyzing scientific data</li> <li>• In class multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>• Performance in breakout room activity</li> <li>• Sentence completion assessments identifying characteristics of matter</li> </ul>	<ul style="list-style-type: none"> <li>• Exit slip calculating density based on mass and volume</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Weekly current even assignment summarizing a new scientific study or discovery. <b>Due Friday at 8am</b></li> </ul>	<ul style="list-style-type: none"> <li>• In class identifying correct observations with justification.</li> </ul>	<ul style="list-style-type: none"> <li>• Pulling scientific data from specific summaries of experiments</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying characteristics of matter in specific paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of science current events (5 only per week)</li> </ul>

# 6-8 Academy Lesson Plan BC

Due: Friday prior to the week ahead

Teacher:

Bryan Pratte

Subject:

7<sup>th</sup> Grade Science

Week Of:

September 8, 2014

	Monday	Tuesday IEP Meetings 1:00-3:00	Wednesday	Thursday	Friday
<b>Standards:</b>	<b>Science</b> - S.7.A.1.1; S.7.A.2.1; S.7.A.3.2 <b>Writing</b> - 1.6.7.A; 1.5.7.F	<b>Science</b> - S.7.A.1.1; S.7.A.2.1; S.7.A.3.2 <b>Writing</b> - 1.6.7.A; 1.5.7.F	No BC classes	<b>Science</b> - S.7.A.1.1; S.7.A.2.1; S.7.A.3.2 <b>Writing</b> - 1.6.7.A; 1.5.7.F	No BC classes
<b>Objectives:</b>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Define key terms used in the scientific method</li> <li>Write a hypothesis correctly as an If, Then statement</li> <li>Work cooperatively to complete their Plant and Music report</li> <li>Identify variables, constants, and controls in an experiment</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Define key terms used in the scientific method</li> <li>Write a hypothesis correctly as an If, Then statement</li> <li>Work cooperatively to complete their Plant and Music report</li> <li>Identify variables, constants, and controls in an experiment</li> </ul>		<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>Define key terms used in the scientific method</li> <li>Write a hypothesis correctly as an If, Then statement</li> <li>Work cooperatively to complete their Plant and Music report</li> <li>Identify variables, constants, and controls in an experiment</li> </ul>	
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Small Group Task</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> </ul>	<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Small Group Task</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> </ul>		<ul style="list-style-type: none"> <li>Breakout Rooms</li> <li>Small Group Task</li> <li>Drawing Tool</li> <li>Polling Feature</li> <li>Emoticons</li> </ul>	
<b>Assessments:</b>	Polling feature for multiple choice questions. Use of emoticons for periodic comprehension/status check. Teacher Monitoring. Small group discussions and reporting	Polling feature for multiple choice questions. Use of emoticons for periodic comprehension/status check. Teacher Monitoring. Small group discussions and reporting		Polling feature for multiple choice questions. Use of emoticons for periodic comprehension/status check. Teacher Monitoring. Small group discussions and reporting	

<b>Reading and Writing Inclusion:</b>	Students will write their scientific terms learned in lessons 1 and 2 of unit 1. Students will also be writing sample hypothesis and procedures in small groups.	Students will write their scientific terms learned in lessons 1 and 2 of unit 1. Students will also be writing sample hypothesis and procedures in small groups.		Students will write their scientific terms learned in lessons 1 and 2 of unit 1. Students will also be writing sample hypothesis and procedures in small groups.	
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# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Casey Betzler

Subject:

BC Social Studies 7

Week Of:

September 8th

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	<b>NO BC</b>	PA Core Reading SS -CC.8.5.6-8.B/D/G/J PA Core Writing SS -CC.8.6.6-8.A/C/E/H/I Academic Standards Geography -7.1.7.A./B./ -7.2.7.A. -7.3.7.A. PA Core ELA Reading -CC.1.2.7.A/C/J/L Writing -CC.1.4.7.A/B/C/D/F Speaking/Listening -CC.1.5.7.A/B/C/D/G	<b>NO BC</b>	<b>NO BC</b>	<b>NO BC</b>
<b>Objectives:</b>		<b>The SWBAT:</b> -Define key terms geography, landscape, social science, region, geographer’s tools, absolute location, relative location. -Interpret how common geographic tools are used to organize and interpret information about people, places and environments. -Compare/Contrast maps and globes. -Locate cities on a map based off of longitude/latitude.			

		<ul style="list-style-type: none"> <li>-Describe absolute/relative location.</li> <li>-Analyze the Five Themes of Geography.</li> <li>-Demonstrate knowledge and understanding of the Five Themes of geography.</li> </ul>			
<b>Engagement:</b>		<ul style="list-style-type: none"> <li>-Utilize collaborate tools: such as emoticons, text, pointer, check yes/no, utilize chat feature (individual/group), microphone.</li> <li>- Break-out rooms “use your imagination” students are to select a location provide human/physical characteristic.</li> <li>-Discussion board “what’s it like in your town”. Students will describe their own town using the Five Themes of Geography.</li> </ul>			
<b>Assessments:</b>		<ul style="list-style-type: none"> <li>-Informal assessments: observation, checklist, interview.</li> <li>-Group discussion</li> <li>-Collaborate tools practice.</li> <li>-Discussion board practice.</li> </ul>			

		-Utilization of break-out rooms.			
<b>Reading and Writing Inclusion:</b>		-Construct a discussion board thread. -Utilize whiteboard to convey similarities/differences. -Read/review syllabus			

# 6-8 Academy Lesson Plan VC

Due: Friday prior to the week ahead

Teacher:

Dennis Craig / Casey Korol

Subject:

Social Studies 7

Week Of:

September 8th

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	Geography 7.1.7 A CC.8.5.6-8.B. CC.8.5.6-8.E. CC.1.2.7.A	Geography 7.1.7 A CC8.5.6-8.G. CC.1.2.7.F.	Geography 7.1.7 B Geography 7.2.7 A CC.1.2.7.J. CC.8.5.6-8.E.	Geography 7.1.7 B Geography 7.2.7 A CC.8.5.6-8.E	Geography 7.1.7 A Geography 7.1.7 B CC.1.3.7 A CC.8.5.6-8.B.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Explain what geography is by examining the components that comprise geography.</li> <li>Describe how geographers gain their views of the earth by exploring the variety of ways in which they learn about the world .</li> </ul>	<ul style="list-style-type: none"> <li>Examine the tools geographers use to study in their field.</li> <li>Work as a team to fulfill work assigned in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the Five Themes of Geography and explore the details that dictate the meaning of each term.</li> <li>Identify the difference between location and place.</li> <li>Summarize how the 5 themes of geography help us to organize our study of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Six Essential Elements of Geography by exploring the national geography standards for each element.</li> <li>Examine the similarities and differences between these and the five themes of geography.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the study of Physical geography.</li> <li>Describe how Human geography focuses on people, their cultures, and the landscapes they create.</li> <li>Summarize the branches of geography and examine specific aspects of the physical or human world.</li> </ul>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Popcorn reading of section.</li> <li>In-Class Polling on science vs. social science.</li> </ul>	<ul style="list-style-type: none"> <li>Breakout Room Matching worksheet.</li> <li>Video on Basics of Geography.</li> </ul>	<ul style="list-style-type: none"> <li>In-Class Whiteboard activity on the 5 themes.</li> <li>Introductory activity on location vs. place.</li> </ul>	<ul style="list-style-type: none"> <li>Breakout Room fill-in-the-blank activity.</li> <li>Breakout Mapping coordinates activity.</li> <li>In-class reading and polling.</li> </ul>	<ul style="list-style-type: none"> <li>In-Class definition of Physical and human Geography.</li> <li>Popcorn reading of section.</li> <li>Breakout Room for graphic organizer.</li> </ul>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Non-graded completion of Section Review on Page 9.</li> <li>Completion of Practice Assessment in Brain Honey.</li> <li>Completion of Practice Applied Knowledge Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Non-Graded Matching exercise in Breakout Rooms.</li> <li>Graded T/F Assessment in BrainHoney.</li> </ul>	<ul style="list-style-type: none"> <li>T/F Assessment due this evening in Brain Honey.</li> <li>In-class polling on the 5 themes.</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 10-15 before your next class.</li> <li>Complete the Section 2 Assessment questions found on page 14 in your notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Chapter 1 vocabulary assignment located in BrainHoney</li> <li>In-class graphic organizer.</li> </ul>

<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"><li>• Reading of section in class.</li><li>• Writing their practice applied knowledge assignment in Brain Honey.</li></ul>	<ul style="list-style-type: none"><li>• Reading of section in class.</li></ul>	<ul style="list-style-type: none"><li>• Reading of section in class.</li><li>• Reading pages 10-15.</li></ul>	<ul style="list-style-type: none"><li>• In-class reading and reading homework.</li><li>• Writing answers for session Review.</li></ul>	<ul style="list-style-type: none"><li>• Read over notes on Chapter for review game on Monday.</li><li>• In-class reading of section.</li></ul>
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# 6-8 Academy Lesson Plan LS

Due: Friday prior to the week ahead

Teacher:

Beth Haus / Jamie Seelman

Subject:

LS English 8

Week Of:

September 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3</p>	<p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E08.A-V.4.1.1</p> <p>CC.1.3.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.A-K.1.1.2</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3</p>	<p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E08.A-V.4.1.1</p>	<p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E08.A-V.4.1.1</p>
<b>Objectives:</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Analyze the plot and setting of a story</li> <li>Summarize to keep track of important events</li> <li>Analyze details to understand characters, settings, and plot</li> <li>Summarize a short story</li> </ul>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Understand and analyze conflict</li> <li>Summarize a story's plot</li> </ul>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Introduction to the writing process</li> <li>Students will be able to choose and use a relevant pre-writing strategy that will help them to prepare for the</li> </ul>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate vocabulary development through application of nouns and pronouns in sentences</li> </ul>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate proficiency with weekly objectives for reading skill, vocabulary, and grammar</li> </ul>

			assignment		
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• Anticipatory set: Favorite TV shows</li> <li>• Guided Practice/modeling: plot and setting, summarizing, analyzing details, tracking story events, academic vocabulary</li> <li>• Differentiated Instruction: graphic organizer (create visual diagram),</li> <li>• Check for understanding: Break Out (Into Action: Story Map)</li> <li>• Exit Question</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipatory set: short intro video about wishes</li> <li>• Guided practice/modeling: plot and setting, summarizing, analyzing details, tracking story events, academic vocabulary</li> <li>• Differentiated Instruction: graphic organizer: vocabulary word maps</li> <li>• Check for understanding: Break Out: (Respond and Think Critically)</li> <li>• Exit Question</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipatory set: writing process video</li> <li>• Guided practice/modeling: Paragraph formation</li> <li>• Differentiated Instruction: Use of a graphic organizer to visualize aspects of a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipatory set (nouns and pronouns motivating video)</li> <li>• Guided practice/modeling: nouns and pronouns</li> <li>• Differentiated instruction: connection to blues music, listen and analyze</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipatory set</li> <li>• Game review: jeopardy review of weekly skills</li> </ul>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Exit question</li> <li>• HW: Assessment Activity (short answer response: 3 questions from "Those 3 Wishes")</li> </ul>	<ul style="list-style-type: none"> <li>• Exit question</li> <li>• HW: Assessment Activity (short answer response: 3 questions from "The Treasure of Lemon Brown")</li> </ul>	<ul style="list-style-type: none"> <li>• Break out: Paragraph Development</li> <li>• Exit question</li> </ul>	<ul style="list-style-type: none"> <li>• Break out: Compete an organizer that includes vivid details and application of nouns/pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Break Out: individual conferencing for weekly performance remediation</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Daily Quickwrite/What do you think?</li> <li>• "Those Three Wishes"</li> <li>• In-class reading (popcorn)</li> <li>• Poll Questions - true/false, open-ended, multiple choice</li> <li>• Daily Breakout Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Quickwrite/What do you think?</li> <li>• Vocabulary Practice</li> <li>• "The Inn of Lost"</li> <li>• In-class reading (popcorn)</li> <li>• Poll Questions - true/false, open-ended, multiple choice</li> <li>• Daily Breakout Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Quickwrite/What do you think?</li> <li>• Reader/Writer Notebook</li> <li>• Personal Narrative Writing</li> <li>• Poll Questions - true/false, open-ended, multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Quickwrite/What do you think?</li> <li>• In-class reading (popcorn)</li> <li>• Daily Breakout Activities</li> <li>• Poll Questions - true/false, open-ended, multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Quickwrite/What do you think?</li> <li>• In-class reading (popcorn)</li> <li>• Daily Breakout Activities</li> <li>• Poll Questions - true/false, open-ended, multiple choice</li> </ul>

			<ul style="list-style-type: none"><li>• Daily Breakout Activities</li></ul>		
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# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Honeychuck/Boyer

Subject:

English 8

Week Of:

Sept. 8, 2014

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	CC.1.3.8.A E08.A-K.1.1.2  CC.1.3.8.K CC.1.5.8.A	CC.1.3.8.K CC.1.5.8.A	CC.1.3.8.C CC.1.5.8.A	CC.1.4.8.F E08.D.1.1.6 E08.D.1.1.7  CC.1.5.8.A	CC.1.4.8.B CC.1.4.8.E E08.C.1.2.4
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>Analyze the plot and setting of a story</li> <li>Summarize to keep track of important plot events</li> <li>Analyze details to understand characters, setting, and plot</li> <li>Label plot events on a plot diagram</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Label parts of plot on a plot diagram</li> <li>Understand and analyze conflict</li> <li>Recognize the history of vocabulary words</li> <li>Summarize a story's plot</li> <li>Identify internal and external conflicts</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Interpret parts of a story</li> <li>Infer characteristics of characters from a story</li> <li>Evaluate a story's plot</li> <li>Analyze conflict in a story</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Identify nouns and pronouns</li> <li>Rewrite sentences to replace nouns with pronouns</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Describe a keepsake of their own</li> <li>Explain why the keepsake is important</li> <li>Write an essay with an introduction, body and conclusion</li> </ul>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Warm Up Writing Activity on what makes a good story</li> <li>Website Activity on diagramming the plot of Cinderella</li> <li>Breakout Activity on summarizing</li> </ul>	<ul style="list-style-type: none"> <li>Warm Up Writing Activity on the important things in life</li> <li>Writing on the board activities for conflict and vocabulary</li> <li>Providing examples of</li> </ul>	<ul style="list-style-type: none"> <li>Warm Up Writing Activity on a quote from the character Lemon Brown</li> <li>Breakout Activity using a Somebody/Wanted/But/So chart to help summarize</li> </ul>	<ul style="list-style-type: none"> <li>Warm Up Writing Activity on nouns and pronouns</li> <li>Poll Questions</li> <li>Whiteboard activities for nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>In class timed writing activity to connect personally to the story</li> </ul>

	plot and setting	internal and external conflicts			
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Matching activity on parts of plot</li> <li>• Your Turn Quick Checks</li> <li>• Reading Check Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice activity on conflicts</li> <li>• Your Turn Quick Checks</li> <li>• Reading Check Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout Activity submission</li> </ul>	<ul style="list-style-type: none"> <li>• Study Island Practice</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of timed writing activity</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Read a short story and write a summary of the plot</li> </ul>	<ul style="list-style-type: none"> <li>• Read “The Treasure of Lemon Brown”</li> </ul>	<ul style="list-style-type: none"> <li>• Connect Story to Self: Writing Prompt 1- one to two paragraph essay on favorite type of music</li> </ul>	<ul style="list-style-type: none"> <li>• Writing and rewriting sentences with proper use of nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Timed written essay using precise details to help readers visualize the object.</li> </ul>

# 6-8 Academy Lesson Plan BC

Due: Friday prior to the week ahead

Teacher:

Patty Plummer

Subject:

English 8

Week Of:

September 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.1.3.8.A - E08.A-K.1.1.2 CC.1.3.8.B - E08.A-K.1.1.1 CC.1.3.8.C - E08.A-K.1.1.3	CC.1.3.8.A - E08.A-K.1.1.2 CC.1.3.8.B - E08.A-K.1.1.1 CC.1.3.8.C - E08.A-K.1.1.3	CC.1.3.8.A - E08.A-K.1.1.2 CC.1.3.8.B - E08.A-K.1.1.1 CC.1.3.8.C - E08.A-K.1.1.3	No Class- Planning/Prep/ Grading	No Class- Planning/Prep/ Grading
<b>Objectives:</b>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>➤ Describe and define the basic elements of plot.</li> <li>➤ Analyze the element of conflict in fiction.</li> <li>➤ Identify elements of plot in a given story.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>➤ Describe and define the basic elements of plot.</li> <li>➤ Analyze the element of conflict in fiction.</li> <li>➤ Identify elements of plot in a given story.</li> </ul>	<b>The SWBAT:</b> <ul style="list-style-type: none"> <li>➤ Describe and define the basic elements of plot.</li> <li>➤ Analyze the element of conflict in fiction.</li> <li>➤ Identify elements of plot in a given story.</li> </ul>	No Class- Planning/Prep/ Grading	No Class- Planning/Prep/ Grading
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• Active discussion</li> <li>• Peer to peer collaboration and construction of plot example in breakout room</li> <li>• Use of emoticons and polling students on differing types of conflict (internal/external)</li> </ul>	<ul style="list-style-type: none"> <li>• Active discussion</li> <li>• Peer to peer collaboration and construction of plot example in breakout room</li> <li>• Use of emoticons and polling students on differing types of conflict (internal/external)</li> </ul>	<ul style="list-style-type: none"> <li>• Active discussion</li> <li>• Peer to peer collaboration and construction of plot example in breakout room</li> <li>• Use of emoticons and polling students on differing types of conflict (internal/external)</li> </ul>	No Class- Planning/Prep/ Grading	No Class- Planning/Prep/ Grading
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>➤ Warm up question</li> <li>➤ In-Class submission of breakout room</li> <li>➤ Question/Answer throughout lesson</li> <li>➤ Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warm up question</li> <li>➤ In-Class submission of breakout room</li> <li>➤ Question/Answer throughout lesson</li> <li>➤ Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warm up question</li> <li>➤ In-Class submission of breakout room</li> <li>➤ Question/Answer throughout lesson</li> <li>➤ Exit Ticket</li> </ul>	No Class- Planning/Prep/ Grading	No Class- Planning/Prep/ Grading
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Read and define basic elements of plot</li> <li>• Read various types of conflict</li> <li>• Re-read a story to review the plot elements</li> <li>• Send exit ticket answer through note to determine</li> </ul>	<ul style="list-style-type: none"> <li>• Read and define basic elements of plot</li> <li>• Read various types of conflict</li> <li>• Re-read a story to review the plot elements</li> <li>• Send exit ticket answer through note to determine</li> </ul>	<ul style="list-style-type: none"> <li>• Read and define basic elements of plot</li> <li>• Read various types of conflict</li> <li>• Re-read a story to review the plot elements</li> <li>• Send exit ticket answer through note to determine</li> </ul>	No Class- Planning/Prep/ Grading	No Class- Planning/Prep/ Grading

	student understanding	student understanding	student understanding		
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# 14-15 Lesson Plan for 6-8 Academy

*Due: Friday prior to the week ahead*

Teacher:	Christy Morrison	Subject:	Mathematics 8	Week of:	September 8th
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	Math 7	<p><b>CC.2.1.8.E: Apply concepts of prime and composite numbers to calculate GCFs (Greatest Common Factor) and LCMs (Least Common Multiple) of numbers.</b></p> <p><b>M8.A.1: Demonstrate an understanding of numbers, ways of representing numbers, relationships among number and number systems</b></p>	<p><b>CC.2.1.8.E: Apply concepts of prime and composite numbers to calculate GCFs (Greatest Common Factor) and LCMs (Least Common Multiple) of numbers.</b></p> <p><b>M8.A.1: Demonstrate an understanding of numbers, ways of representing numbers, relationships among number and number systems</b></p>	NO BC	NO BC
<b>Objectives:</b>		<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>List the factors of whole numbers</li> <li>Find the Prime Factorization of a number</li> <li>Calculate the Greatest Common Factor of two whole numbers</li> </ul>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>List the factors of whole numbers</li> <li>Find the Prime Factorization of a number</li> <li>Calculate the Greatest Common Factor of two whole numbers</li> </ul>		
<b>Engagement:</b>		<ul style="list-style-type: none"> <li>View teacher's examples of listing factors of numbers and using two methods find the GCF</li> <li>Work in Breakout Groups on GCF problems</li> <li>Ask questions regarding Prime Factorization and GCF</li> </ul>	<ul style="list-style-type: none"> <li>View teacher's examples of listing factors of numbers and using two methods find the GCF</li> <li>Work in Breakout Groups on GCF problems</li> <li>Ask questions regarding Prime Factorization and GCF</li> </ul>		

<p><b>Assessments:</b></p>		<ul style="list-style-type: none"> <li>• Warm-up Problem on board</li> <li>• Ask volunteer to define “factor” and “GCF”</li> <li>• Polling feature to check understanding</li> <li>• Observation in breakout groups with practice problems</li> <li>• “Exit Ticket” – send teacher a note with answers to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up Problem on board</li> <li>• Ask volunteer to define “factor” and “GCF”</li> <li>• Polling feature to check understanding</li> <li>• Observation in breakout groups with practice problems</li> <li>• “Exit Ticket” – send teacher a note with answers to problems</li> </ul>		
<p><b>Reading and Writing Inclusion:</b></p>		<ul style="list-style-type: none"> <li>• Write definitions for two methods of finding Greatest Common Factor</li> </ul>	<p>Write definitions for two methods of finding Greatest Common Factor</p>		

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

# 6-8 Academy Lesson Plan VC

Due: Friday prior to the week ahead

Teacher:

Miles Zimmerman and Danielle McDowell

Subject:

Mathematics 8

Week Of:

September 8th

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	CC.8.NS.1 M08.A-N.1.1.1	CC.8.NS.1 M08.A-N.1.1.1	CC.8.NS.1 M08.A-N.1.1.2 M08.A-N.1.1.1	CC.8.NS.1 M08.A-N.1.1.1	CC.8.NS.1 M08.A-N.1.1.1
<b>Objectives:</b>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of prerequisite skills needed for Chapter 1.</li> <li>• Apply strategies to understand and retain key concepts</li> </ul>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of prerequisite skills needed for Chapter 1.</li> <li>• Organize the new concepts that will be learned in Chapter 1.</li> </ul>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Write rational numbers in equivalent forms.</li> </ul>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the differences between rational and irrational numbers.</li> </ul>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Multiply fractions, mixed numbers, and decimals.</li> </ul>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• Warm-up question to gauge student readiness</li> <li>• In-class polling on mathematical operations</li> <li>• Emoticon usage to assess on-going student comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up question to gauge student readiness</li> <li>• In-class polling on previously learned vocabulary terms</li> <li>• Audio participation on modeling fractions, mixed numbers, and equivalent fraction questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up question on prerequisite skills</li> <li>• In-class practice and whiteboard activity on writing rational numbers in equivalent forms.</li> <li>• Break out Room on rational numbers (VC and co-teacher will closely monitor groups with students who have previously had difficulty working positively with peers)</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up question on rational numbers</li> <li>• BrainPOP video</li> <li>• Informative musical video on rational and irrational numbers</li> <li>• Whiteboard activity on classifying numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up question on improper fractions</li> <li>• Whiteboard activity on multiplying fractions, mixed numbers, and decimals.</li> <li>• In-class polling on multiplying fractions, etc...</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Polling on mathematical operations</li> <li>• Informal emoticon usage to check for understanding</li> <li>• Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Polling on mathematical vocabulary terms.</li> <li>• Informal emoticon usage</li> <li>• Informal questioning of students' prerequisite skills.</li> <li>• Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Diagnostic Pretest</li> <li>• Formative evaluation of Whiteboard activity answers</li> </ul>	<ul style="list-style-type: none"> <li>• Formative evaluation of Whiteboard activity answers</li> <li>• Informal emoticon usage</li> <li>• Exit Ticket</li> <li>• Section 1.1 assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Polling</li> <li>• Exit Ticket</li> <li>• Informal emoticon usage</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Translate mathematical operations into words (R8.A.2.1.2).</li> </ul>	<ul style="list-style-type: none"> <li>• Fill-in-the-blank mathematical vocabulary questions (R8.A.2.1.2).</li> </ul>	<ul style="list-style-type: none"> <li>• Read definitions of rational numbers and relatively prime numbers.</li> <li>• Explain simplified fractions through writing (R8.A.1.3.1).</li> </ul>	<ul style="list-style-type: none"> <li>• Read definition of real numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize and explain how to multiply two decimals, a fraction and a decimal, and a fraction and mixed number through chat feature (R8.A.1.3.1).</li> </ul>

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Laurie Hiles and Erin Patterson

Subject:

Science 8

Week Of:

September 8

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.3.5.6-8.G CC.3.6.6-8.I S8.A.1.1.3 S8.A.1.1.4 S8.A.2.1.1 S8.A.2.2.1	CC.3.5.6-8.B CC.3.5.6-8.H S8.A.2.1.1 S8.A.2.1.4 S8.A.2.2.2	CC.3.5.6-8.A CC.3.6.6-8.B CC.3.5.6-8.G S8.A.1.1.3 S8.A.2.1.4 S8.A.1.1.4 S8.A.2.1.5 S8.A.2.1.1 S8.A.2.2.2	CC.3.5.6-8.A CC.3.5.6-8.I S8.C.1.1.2 S8.C.1.1.3 S8.A.2.1.4	CC.3.5.6-8.A CC.3.5.6-8.H S8.A.1.1.2 S8.A.1.1.4 S8.A.2.1.4
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Define matter, mass, and weight</li> <li>Compare and Contrast mass and weight</li> <li>Differentiate measuring mass and weight</li> </ul>	<ul style="list-style-type: none"> <li>Define volume and density</li> <li>Distinguish measurement of straight line shapes, irregular shapes and liquids</li> <li>Calculate density</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical and chemical properties</li> <li>Identify unknown substances using properties of matter</li> <li>Interpret scientific inquiry scenario</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish physical and chemical changes of matter</li> <li>Illustrate physical and chemical Changes of matter</li> </ul>	<ul style="list-style-type: none"> <li>Categorize physical and chemical changes</li> <li>Examine different ways that matter can change</li> <li>Explain the Law of Conservation of Mass</li> </ul>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>In-class whiteboard activity identifying matter</li> <li>Watch video on mass vs. weight</li> <li>Breakout room activity using graphic organizer to compare and contrast mass and weight</li> </ul>	<ul style="list-style-type: none"> <li>In-class demonstration on water displacement</li> <li>Breakout room practice on calculating density</li> </ul>	<ul style="list-style-type: none"> <li>Polling practice on physical and chemical properties</li> <li>Breakout room activity using graphic organizer to organize and interpret data</li> </ul>	<ul style="list-style-type: none"> <li>Watch video on Physical and Chemical changes</li> <li>Breakout room activity identifying physical and chemical changes</li> </ul>	<ul style="list-style-type: none"> <li>Polling practice on physical and chemical changes</li> <li>In-class discussion on different ways matter can change</li> </ul>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Exit ticket for paragraph</li> <li>Study Island Questions on Collecting data</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket for summary</li> <li>Multiple choice assessment on Density calculations</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket for scientific inquiry response</li> <li>Study Island Questions - analyze, interpret, and communicate data</li> </ul>	<ul style="list-style-type: none"> <li>Submission of breakout slides</li> <li>Exit ticket for paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket for explanation</li> <li>Multiple Choice Assessment on physical and chemical changes</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>Write a paragraph comparing and contrasting mass and weight</li> </ul>	<ul style="list-style-type: none"> <li>Write a summary distinguishing measurement of different shapes</li> </ul>	<ul style="list-style-type: none"> <li>Compose a 2 to 3 sentence response to scientific inquiry scenario</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph distinguishing physical and chemical changes</li> </ul>	<ul style="list-style-type: none"> <li>Compose a 2 to 3 sentence explanation for the Law of Conservation of Mass</li> </ul>

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Jesse Light

Subject:

BC Science 8

Week Of:

9/8/14

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	<ul style="list-style-type: none"> <li>• S8.A.1.1.1</li> <li>• S8.A.1.1.2</li> <li>• PA: Science &amp; Technology 2002, PA: Grade 10, 3.6. Technology Education</li> <li>• PA: Science &amp; Technology 2002, PA: Grade 10, 3.7. Technological Devices</li> </ul>	No Classes	<ul style="list-style-type: none"> <li>• S8.A.1.1.1</li> <li>• S8.A.1.1.2</li> <li>• S8.A.1.1.3</li> <li>• S8.A.1.1.4</li> <li>• S8.A.2.1.1</li> <li>• S8.A.2.1.4</li> <li>• S8.A.2.2.3</li> <li>• S8.A.3.2.1</li> <li>• Reading CC.3.5.6-8.C. and CC.3.5.6-8.G.</li> <li>• Writing CC.3.6.6-8.B. CC.3.6.6-8.F.</li> </ul>	<ul style="list-style-type: none"> <li>• S8.A.1.1.1</li> <li>• S8.A.1.1.2</li> <li>• S8.A.1.1.3</li> <li>• S8.A.1.1.4</li> <li>• S8.A.2.1.1</li> <li>• S8.A.2.1.4</li> <li>• S8.A.2.2.3</li> <li>• S8.A.3.2.1</li> <li>• Reading CC.3.5.6-8.C. and CC.3.5.6-8.G.</li> <li>• Writing CC.3.6.6-8.B. CC.3.6.6-8.F.</li> </ul>	No Classes
<b>Objectives:</b>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Use Brain Honey &amp; Collaborate</li> <li>• Understand purpose of weekly class sessions – course check-up, instruction of assessment anchors, break-out room work</li> <li>• Examine Syllabus, Assignment submission, Course overview</li> <li>• Understand Course Expectations – pacing, participation</li> <li>• Explore the Nature of Science - pages 4 – 15</li> </ul>	No Classes	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify various types of scientific investigations used to discover and analyze events and ideas and when each is appropriate.</li> <li>• Analyze the parts of a scientific investigation by applying the scientific method.</li> <li>• Determine a good Investigation by evaluating results.</li> <li>• Discuss why science deepens your understanding of the world by identifying how science improves the quality of your life.</li> <li>• Distinguish between scientific theory and law.</li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify various types of scientific investigations used to discover and analyze events and ideas and when each is appropriate.</li> <li>• Analyze the parts of a scientific investigation by applying the scientific method.</li> <li>• Determine a good Investigation by evaluating results.</li> <li>• Discuss why science deepens your understanding of the world by identifying how science improves the quality of your life.</li> <li>• Distinguish between scientific theory and law.</li> </ul>	No Classes

<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• Polling</li> <li>• Emoticons</li> <li>• Time for Q &amp; A</li> <li>• Videos for navigating BH, submitting assignments, and submitting AKA's</li> </ul>	<p>No Classes</p>	<ul style="list-style-type: none"> <li>• Polling</li> <li>• Emoticons</li> <li>• Breakout Rooms</li> <li>• Small Group Activity</li> <li>• Use of Whiteboard</li> <li>• Time for Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>• Polling</li> <li>• Emoticons</li> <li>• Breakout Rooms</li> <li>• Small Group Activity</li> <li>• Use of Whiteboard</li> <li>• Time for Q &amp; A</li> </ul>	<p>No Classes</p>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Polling question "Which statement can be verified scientifically?"</li> </ul>	<p>No Classes</p>	<ul style="list-style-type: none"> <li>• Multiple choice polling questions</li> <li>• Breakout Room discussion</li> <li>• Sample PSSA question</li> </ul> <p>Ask students to give an example of a hypothesis.</p> <ul style="list-style-type: none"> <li>• Ask students to identify the hypothesis, independent and dependent variables and controlled conditions in an experiment.</li> <li>• Have students analyze a graph to determine if the hypothesis is correct: Poll Y/N</li> <li>• Polling students to distinguish between law, theory and hypothesis</li> <li>• Polling students on evaluating the quality of sources of scientific info: Which is most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice polling questions</li> <li>• Breakout Room discussion</li> <li>• Sample PSSA question</li> </ul> <p>Ask students to give an example of a hypothesis.</p> <ul style="list-style-type: none"> <li>• Ask students to identify the hypothesis, independent and dependent variables and controlled conditions in an experiment.</li> <li>• Have students analyze a graph to determine if the hypothesis is correct: Poll Y/N</li> <li>• Polling students to distinguish between law, theory and hypothesis</li> <li>• Polling students on evaluating the quality of sources of scientific info: Which is most reliable?</li> </ul>	<p>No Classes</p>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Read Class Syllabus</li> <li>• Complete Student Interest Survey (HW)</li> </ul>	<p>No Classes</p>	<ul style="list-style-type: none"> <li>• Read Welcome Letter, Attendance Policy and Pacing Timeline</li> <li>• Complete Student Interest Survey</li> <li>• Read Lessons 3 and 4 and textbook chapters assigned therein (pages 16-41)</li> <li>• Complete AKA's for lessons 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• Read Welcome Letter, Attendance Policy and Pacing Timeline</li> <li>• Complete Student Interest Survey</li> <li>• Read Lessons 3 and 4 and textbook chapters assigned therein (pages 16-41)</li> <li>• Complete AKA's for lessons 3 and 4</li> </ul>	<p>No Classes</p>

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Jonathan Dunlap

Subject:

Social Studies 8

Week Of:

September 8th

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	PA Core Reading SS <ul style="list-style-type: none"> <li>• CC 8.5.6-8D/G</li> </ul> PA Core Writing SS <ul style="list-style-type: none"> <li>• CC.8.6.6-8.A/C/E/H/I</li> </ul> PA Core ELA Reading <ul style="list-style-type: none"> <li>• CC.1.2.8.A</li> <li>• CC.1.2.7.C/J/L</li> </ul> Writing <ul style="list-style-type: none"> <li>• CC.1.4.7.A/B/C/D/F</li> </ul> Speaking/Listening <ul style="list-style-type: none"> <li>• CC.1.5.8.A</li> <li>• CC.1.5.7.B/C/D/G</li> </ul> Academic Standards           Geography <ul style="list-style-type: none"> <li>• 7.1.8.B</li> <li>• 7.2.8.A</li> <li>• 7.3.8.A</li> <li>• 7.4.8.B</li> </ul>		PA Core Reading SS <ul style="list-style-type: none"> <li>• CC 8.5.6-8D/G</li> </ul> PA Core Writing SS <ul style="list-style-type: none"> <li>• CC.8.6.6-8.A/C/E/H/I</li> </ul> PA Core ELA Reading <ul style="list-style-type: none"> <li>• CC.1.2.8.A</li> <li>• CC.1.2.7.C/J/L</li> </ul> Writing <ul style="list-style-type: none"> <li>• CC.1.4.7.A/B/C/D/F</li> </ul> Speaking/Listening <ul style="list-style-type: none"> <li>• CC.1.5.8.A</li> <li>• CC.1.5.7.B/C/D/G</li> </ul> Academic Standards           Geography <ul style="list-style-type: none"> <li>• 7.1.8.B</li> <li>• 7.2.8.A</li> <li>• 7.3.8.A</li> <li>• 7.4.8.B</li> </ul>	PA Core Reading SS <ul style="list-style-type: none"> <li>• CC 8.5.6-8D/G</li> </ul> PA Core Writing SS <ul style="list-style-type: none"> <li>• CC.8.6.6-8.A/C/E/H/I</li> </ul> PA Core ELA Reading <ul style="list-style-type: none"> <li>• CC.1.2.8.A</li> <li>• CC.1.2.7.C/J/L</li> </ul> Writing <ul style="list-style-type: none"> <li>• CC.1.4.7.A/B/C/D/F</li> </ul> Speaking/Listening <ul style="list-style-type: none"> <li>• CC.1.5.8.A</li> <li>• CC.1.5.7.B/C/D/G</li> </ul> Academic Standards           Geography <ul style="list-style-type: none"> <li>• 7.1.8.B</li> <li>• 7.2.8.A</li> <li>• 7.3.8.A</li> <li>• 7.4.8.B</li> </ul>	
<b>Objectives:</b>	The SWBAT <ul style="list-style-type: none"> <li>• Locate cities on a map based off of longitude/latitude.</li> <li>• Describe absolute/relative location</li> <li>• Analyze the Five Themes of Geography</li> <li>• Demonstrate a knowledge of the 5 themes of geography.</li> <li>• Describe the relevant physical and human geography of the native peoples of North America</li> </ul>		The SWBAT <ul style="list-style-type: none"> <li>• Locate cities on a map based off of longitude/latitude.</li> <li>• Describe absolute/relative location</li> <li>• Analyze the Five Themes of Geography</li> <li>• Demonstrate a knowledge of the 5 themes of geography.</li> <li>• Describe the relevant physical and human geography of the native peoples of North America</li> </ul>	The SWBAT <ul style="list-style-type: none"> <li>• Locate cities on a map based off of longitude/latitude.</li> <li>• Describe absolute/relative location</li> <li>• Analyze the Five Themes of Geography</li> <li>• Demonstrate a knowledge of the 5 themes of geography.</li> <li>• Describe the relevant physical and human geography of the native peoples of North America</li> </ul>	

	<ul style="list-style-type: none"> <li>• Identify the different geographic regions of North America</li> <li>• Identify the 13 British colonies</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the different geographic regions of North America I</li> <li>• Identify the 13 British colonies</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different geographic regions of North America</li> <li>• Identify the 13 British colonies</li> </ul>	
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• Breakout room map assignment on 13 colonies</li> <li>• Polling students on which region they live in.</li> <li>• Active questioning on creation of colonies and states</li> <li>• Discussion board “describe your hometown using the 5 themes of Geography”</li> </ul>		<ul style="list-style-type: none"> <li>• Breakout room map assignment on 13 colonies</li> <li>• Polling students on which region they live in.</li> <li>• Active questioning on creation of colonies and states</li> <li>• Discussion board “describe your hometown using the 5 themes of Geography”</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout room map assignment on 13 colonies</li> <li>• Polling students on which region they live in.</li> <li>• Active questioning on creation of colonies and states</li> <li>• Discussion board “describe your hometown using the 5 themes of Geography”</li> </ul>	
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• In-Class submission of breakout room assignment</li> <li>• Discussion board assignment on 5 themes</li> <li>• Group Discussion</li> </ul>		<ul style="list-style-type: none"> <li>• In-Class submission of breakout room assignment</li> <li>• Discussion board assignment on 5 themes</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• In-Class submission of breakout room assignment</li> <li>• Discussion board assignment on 5 themes</li> <li>• Group Discussion</li> </ul>	
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Utilize discussion board thread</li> <li>• Utilize whiteboard presentation to show 5 themes of geography</li> <li>• Utilize textbook maps to review regions in North America</li> </ul>		<ul style="list-style-type: none"> <li>• Utilize discussion board thread</li> <li>• Utilize whiteboard presentation to show 5 themes of geography</li> <li>• Utilize textbook maps to review regions in North America</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize discussion board thread</li> <li>• Utilize whiteboard presentation to show 5 themes of geography</li> <li>• Utilize textbook maps to review regions in North America</li> </ul>	

# 6-8 Academy Lesson Plan

Due: Friday prior to the week ahead

Teacher:

Jim VanderSchaaff / Laura Giering

Subject:

Social Studies 8

Week Of:

September 8, 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC 8.6.6-8A PA 8.1.8A , 8.3.8 A, 8.3.8 C, 8.4.8C, 8.4.8A, CC PA Read – 8.5.6-8 D 8.5.6-8G, 8.5.6-8H ELA – 1.2.8A	CC 8.6.6-8A PA 8.1.8A , 8.3.8 A, 8.3.8 C, 8.4.8C, 8.4.8A, CC PA Read – 8.5.6-8 D 8.5.6-8G, 8.5.6-8H ELA – 1.2.8A	CC 8.6.6-8A PA 8.1.8A , 8.3.8 A, 8.3.8 C, 8.4.8C, 8.4.8A, CC PA Read – 8.5.6-8 C 8.5.6-8D, 8.5.6-8H ELA – 1.2.8A	CC 8.6.6-8A PA 8.1.8A , 8.3.8 A, 8.3.8 C, 8.4.8C, 8.4.8A, CC PA Read – 8.5.6-8 D 8.5.6-8G, 8.5.6-8H ELA – 1.2.8C	CC 8.6.6-8A PA 8.1.8A , 8.3.8 A, 8.3.8 C, 8.4.8C, 8.4.8A, CC PA Read – 8.5.6-8 C 8.5.6-8D, 8.5.6-8H ELA – 1.2.8C
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Learn about the earliest peoples of North America</li> <li>Discover what different of Native Americans had in common.</li> <li>Explore the impact of geography of Native American Cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the role played by Muslims in world trade.</li> <li>Discover how great trading states rose in East and West Africa.</li> <li>Find out how China dominated an important trade route in Asia.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of the Judeo-Christian tradition.</li> <li>Learn how Greece and Rome shaped ideas about government and law.</li> <li>Discover the impact of the Crusades and the Renaissance on Europe.</li> <li>Find out why Europeans began to look beyond their borders.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what happened to the Vikings and who explored Newfoundland.</li> <li>Describe the voyages of Christopher Columbus.</li> <li>Describe the expeditions of such Spanish explorers and Balboa and Magellan.</li> <li>Explain the importance of the Columbian Exchange.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the Spanish were able to defeat the empires of the Aztecs and the Incas.</li> <li>Identify Spanish explorations in areas that later became part of the United States.</li> <li>Explain how society was organized in Spain's empire in the Americas.</li> </ul>

<b>Engagement:</b>	<ul style="list-style-type: none"> <li>• Breakout room on Native American cultures.</li> <li>• Class discussion</li> <li>• In-class polling</li> <li>• Emoticon use</li> </ul>	<ul style="list-style-type: none"> <li>• In class video on the Silk Road</li> <li>• Emotion use</li> <li>• Class discussion</li> <li>• In-class polling</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout rooms testing prior knowledge in early European history.</li> <li>• Video on the Reformation.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout room on European Explorers.</li> <li>• Video on Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout room on European Explorers.</li> <li>• Video on Cortes and Pizarro</li> <li>• Class discussions</li> </ul>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Assessed at the use of polling at the end of class.</li> <li>• Native American cultural chart</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice polling at end of class.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1 Review in own words.</li> <li>• Wrap up class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed my polling at the end of class.</li> <li>• Discussion board question regarding the exchange of ideas in today's world.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice questioning upon exit.</li> <li>• Chapter 2 Section 2 Review sheet.</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Students will respond to discussion board question.</li> </ul>	<ul style="list-style-type: none"> <li>• Written prompt following video on the Silk Road</li> </ul>	<ul style="list-style-type: none"> <li>• Students will highlight the main points of Chapter 1 in their own words and their reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing prompt of European Exploration.</li> <li>• Discussion Board question stated above.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing prompt regarding the class structure in New Spain's society.</li> </ul>

# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

Teacher:	Mrs. Rodgers	Subject: 10 <sup>th</sup> Gr.	American History	Week of:	Sept. 8-12
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards:	8.1.U.C; 8.3.U.A; 8.3.U.C; 8.3.U.D; 7.3.U.A	8.1.U.C; 8.3.U.A; 8.3.U.C; 8.3.U.D;	8.1.U.C; 8.2.U.D; 8.3.U.A; 8.3.U.B 8.3.U.C; 8.3.U.D;	8.1.U.C; 8.3.U.A; 8.3.U.C; 8.3.U.D;	8.1.U.A
Objectives:	Students will gain an understanding of the differences between the North and the South and why these differences led to the Civil War.	Students will be able to demonstrate and understanding of the strengths and strategies of both sides and the political differences as the war began.	Students will be able to recognize the key battles during the Civil War and gain and understanding of how they were the turning points in the war.	Students will be able to analyze the end of the Civil War and describe how the war changed the nation and people's lives.	Students will be able to analyze an article they find and compare the present times with the Civil War.
Engagement:	Polling, interactive charts, emoticons, and video	Classroom discussion, video, small groups	Video, emoticons, websites, discussion	Small groups, discussion, polling	Emoticons
Assessments:	Polling questions	Classroom discussion, and Exit ticket	Exit ticket, classroom discussion	Polling questions, Classroom discussion	Writing
Reading and Writing Inclusion:	CC.8.5.9-10.G  Reading and analyzing of Maps and Charts	CC.8.6.9-10.H  Write a prompt on Strengths and weaknesses of the north and south.	CC.8.5.9-10.A  Read primary source from a Diary of the Civil War.	CC.8.5.9-10.C; CC.8.6.9-10.B Read about the wars and events during the Civil War. Write a prompt on how these events affected history.	CC.8.6.9-10.H; CC.8.6.9-10.I  Write about an article and compare it to Civil War times.

**\*Lesson plans  
subject to  
change\***

**\*Check LMS daily  
for assignments and  
homework\***

# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

<b>Teacher: Mrs. Tivis</b>		<b>Subject: 9th Grade English 9</b>		<b>Week of: September 8th-12th</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	CC.1.3.9-10 B, CC.1.3.9-10 E, CC.1.3.9-10 G	CC. 1.3.9-10 A, CC.1.3.9-10 B, CC.1.3.9-10 C, CC.1.3.9-10 I	CC.1.3.9-10 B, CC.1.3.9-10 C, CC.1.4.9-10 J, CC.1.4.9-10 S, CC.1.5.9-10 A	CC.1.3.9-10 A, CC.1.3.9-10 B, CC. 1.3.9-10 C, CC. 1.3.9-10 E, CC.1.3.9-10. I	CC.1.4.9-10 L, CC.1.4.9-10 M, CC.1.4.9-10 N, CC.1.4.9-10 O, CC.1.4.9-10 P, CC.1.4.9-10 Q, CC.1.4.9-10 R
<b>Objectives:</b>	The student will: identify plot structure, develop a plot diagram in class collectively and then independently, analyze story details to distinguish foreshadowing.	The student will: identify and explain the vocabulary words selected from the story, summarize the "Most Dangerous Game," analyze events and diagram the story plot, make inferences about	The student will: Utilize evidence from the story to hold a mock trial for the the protagonist of "Most Dangerous Game".	The student will: analyze the use of time, flashforward and flashback in a story, trace the plot structured of "Disguises,"analyze the cultural influence on the events of the story.	The student will: Evaluate Creative Writing Pieces, practice proper grammar usage, develop and critique narratives, analyze stylistic choices based on genre.
<b>Engagement:</b>	Student provided examples of all parts of plot, use a familiar story to create a plot diagram,Read the beginning of the "Most Dangerous Game" and listen to a portion of a radio broadcast of the	Vocabulary word game, read and discuss excerpts of the text of "Most Dangeorus Game" and sequencing the events of the story by manipulating items on the whiteboard, develop a new	Students will become part of defense/prosecution/jury/witn esses to hold trial, discuss issues brought up in story including animal/human rights; civil vs. uncivilized	Watch videos depicting flashforward and flashback, provide examples based on student's prior story references, Read excerpts of "Disguises" in class , Board work matching synonyms and	Break out session with partner for peer review.
<b>Assessments:</b>	In class notes and verbal participation; whiteboard work page; exit slip identifying plot structure in proper order.	In class notes and verbal participation; breakout session board work; quiz on "Plot and Setting and "Most Dangerous Game"	In class notes and verbal participation; exit slip explaining how the protagonist of the story changed during the course of the plot.	In class notes and verbal participation; Exit slip: name one thing you learned about plot, setting, time and sequence that you didn't know this week and one question you still have	In class notes and verbal participation; boardwork on common grammatical errors; exit slip: identify at least one aspect of the creative writing to address in the revision process prior to turning in the

<p><b>Reading and Writing Inclusion:</b></p>	<p>Read and listen to a portion of the literary selection. Independently develop a plot structure diagram.</p>	<p>Read and make inferences from excerpts of "Most Dangerous Game" . Write a new or continued story ending for "Most Dangerous Game" and write a paragraph explaining the protagonist's</p>	<p>Independently locate and articulate portions of the story used as evidence in the mock trial.</p>	<p>Read and listen to portions of "Disguises"</p>	<p>Reading, editing, critiquing, and revising creative writing pieces through peer review.</p>
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**\*Lesson plans subject to change\***      **\*Check LMS daily for assignments and homework\***

# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

Teacher:	Subject: BC Algebra I (9th/10th)			Week of:
	Monday	Tuesday	Wednesday	Thursday
Standards:				
	CC.2.2.HS.C.2	CC.2.2.HS.C.2	CC.2.2.HS.C.2	CC.2.2.HS.C.2
	CC.2.2.8.B.3	CC.2.2.8.B.3	CC.2.2.8.B.3	CC.2.2.8.B.3
Objectives:	<p>SWBAT:</p> <p>1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs.</p> <p>2. Write an explanation describing how the various representations are related</p>	<p>SWBAT:</p> <p>1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs.</p> <p>2. Write an explanation describing how the various representations are related</p>	<p>SWBAT:</p> <p>1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs.</p> <p>2. Write an explanation describing how the various representations are related</p>	<p>SWBAT:</p> <p>1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs.</p> <p>2. Write an explanation describing how the various representations are related</p>
	Engagement:	<p>Students will begin analyzing the problem with a Think, Pair, Share in a large group setting. They will then continue working in small groups to create a mini-presentation modeling the problem on the whiteboard with a table, graph, equation, ordered pairs in various Break Out Rooms.</p> <p>Students will conduct a Gallery Walk of each group's work and write a reflection of their observations.</p>	<p>Students will begin analyzing the problem with a Think, Pair, Share in a large group setting. They will then continue working in small groups to create a mini-presentation modeling the problem on the whiteboard with a table, graph, equation, ordered pairs in various Break Out Rooms.</p> <p>Students will conduct a Gallery Walk of each group's work and write a reflection of their observations.</p>	<p>Students will begin analyzing the problem with a Think, Pair, Share in a large group setting. They will then continue working in small groups to create a mini-presentation modeling the problem on the whiteboard with a table, graph, equation, ordered pairs in various Break Out Rooms.</p> <p>Students will conduct a Gallery Walk of each group's work and write a reflection of their observations.</p>

<b>Assessments:</b>	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about
<b>Reading and Writing Inclusion:</b>	CC.3.5.9-10.G	CC.3.5.9-10.G	CC.3.5.9-10.G	CC.3.5.9-10.G
	CC.3.6.11-12.A	CC.3.6.11-12.A	CC.3.6.11-12.A	CC.3.6.11-12.A
	See Engagment and Assessment			

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

**Friday**

**No Class**


# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

<b>Teacher:</b> Rachael Cipolla	<b>Subject: Grade 9 Blended Biology</b>		<b>Week of: 10/6 – 10/5/2014</b>		
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	<b>BIO.A.2.1.1</b> Connect the unique properties of water and how these properties support life on Earth. <b>3.1.B.A8</b> Describe how the unique properties of water support life. <b>3.1.B.A5</b> Explain the role of water in cell metabolism.	<b>BIO.A.2.1.1</b> Connect the unique properties of water and how these properties support life on Earth. <b>3.1.B.A8</b> Describe how the unique properties of water support life. <b>3.1.B.A5</b> Explain the role of water in cell metabolism.	<b>BIO.A.2.1.1</b> Connect the unique properties of water and how these properties support life on Earth. <b>3.1.B.A8</b> Describe how the unique properties of water support life. <b>3.1.B.A5</b> Explain the role of water in cell metabolism.	<b>BIO.A.2.1.1</b> Connect the unique properties of water and how these properties support life on Earth. <b>3.1.B.A8</b> Describe how the unique properties of water support life. <b>3.1.B.A5</b> Explain the role of water in cell metabolism.	<b>NO BC CLASSES</b>
<b>Objectives:</b>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Describe the properties of water including atomic structure, reactivity, and bonding.</li> <li>• Explain how these properties support life on earth.</li> </ul>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Describe the properties of water including atomic structure, reactivity, and bonding.</li> <li>• Explain how these properties support life on earth.</li> </ul>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Describe the properties of water including atomic structure, reactivity, and bonding.</li> <li>• Explain how these properties support life on earth.</li> </ul>	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Describe the properties of water including atomic structure, reactivity, and bonding.</li> <li>• Explain how these properties support life on earth.</li> </ul>	
<b>Engagement:</b>	In-Class Video: “Jesus Lizard” Water cohesion demo: “Drops on a Penny” Yes/No Polling Emoticons Breakout Sessions	In-Class Video: “Jesus Lizard” Water cohesion demo: “Drops on a Penny” Yes/No Polling Emoticons Breakout Sessions	In-Class Video: “Jesus Lizard” Water cohesion demo: “Drops on a Penny” Yes/No Polling Emoticons Breakout Sessions	In-Class Video: “Jesus Lizard” Water cohesion demo: “Drops on a Penny” Yes/No Polling Emoticons Breakout Sessions	

<b>Assessments:</b>	Entrance Slip: "Why might you go thirsty on an island surrounded by water?" Discussions Breakout Rooms to create lab report: "Drops on a Penny"	Entrance Slip: "Why might you go thirsty on an island surrounded by water?" Discussions Breakout Rooms to create lab report: "Drops on a Penny"	Entrance Slip: "Why might you go thirsty on an island surrounded by water?" Discussions Breakout Rooms to create lab report: "Drops on a Penny"	Entrance Slip: "Why might you go thirsty on an island surrounded by water?" Discussions Breakout Rooms to create lab report: "Drops on a Penny"	
<b>Reading and Writing Inclusion:</b>	<p><b>CC.3.6.9-10.B.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>CC.3.6.9-10.C.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC.3.6.9-10.G.</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words.</p>	<p><b>CC.3.6.9-10.B.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>CC.3.6.9-10.C.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC.3.6.9-10.G.</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words.</p>	<p><b>CC.3.6.9-10.B.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>CC.3.6.9-10.C.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC.3.6.9-10.G.</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words.</p>	<p><b>CC.3.6.9-10.B.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>CC.3.6.9-10.C.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC.3.6.9-10.G.</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words.</p>	

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

*Due: Friday prior to the week ahead*

<b>Teacher:</b>	Davis	<b>Subject:</b>	Pre-Algebra (8th/9th)	<b>Week of:</b>	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.2.4.7.B.1	CC.2.4.7.B.3	CC.2.4.7.B.3	CC.2.4.7.B.3	CC.2.4.7.B.3
	CC.2.4.7.B.2	CC.2.4.HS.B.5	CC.2.4.HS.B.5	CC.2.4.HS.B.5	CC.2.4.HS.B.5
	CC.2.4.7.B.3	CC.2.4.HS.B.7	CC.2.4.HS.B.7	CC.2.4.HS.B.7	CC.2.4.HS.B.7
<b>Objectives:</b>	<p>SWBAT: Find probability given different situations. They will distinguish difference with probability given various situations and explain why and how the probability changes.</p>	<p>SWBAT: Complete given probability word problems in small groups giving explanations, justification, and numerical answers. They will have the ability to argue their methods of solving the problem after the solutions are reviewed as a class.</p>	<p>SWBAT: Create their own probability scenario problems with explanations, answers, and justifications in small groups or partners.</p>	<p>SWBAT: Complete their classmate created word problems. Students will give numerical answers, explanation of steps, and justification of results. They will then check and grade the classmate completed results based off of their answers, explanations, and justifications.</p>	<p>SWBAT: Explain and justify their findings for the word problems given in the previous class. The class will then interpret the student findings and rate which method to each correct answer is best with justification.</p>
<b>Engagement:</b>	<p>Throughout the live sessions students will be constantly asked to engage in polling questions, emoticons, chats, and room break out work. Students will also have the opportunity to work on the whiteboard while verbally explaining their work to the rest of the class.</p>	<p>Throughout the live sessions students will be constantly asked to engage in polling questions, emoticons, chats, and room break out work. Students will also have the opportunity to work on the whiteboard while verbally explaining their work to the rest of the class. Breakout rooms will also be utilized so that students can work</p>	<p>Throughout the live sessions students will be constantly asked to engage in polling questions, emoticons, chats, and room break out work. Students will also have the opportunity to work on the whiteboard while verbally explaining their work to the rest of the class.</p>	<p>Throughout the live sessions students will be constantly asked to engage in polling questions, emoticons, chats, and room break out work. Students will also have the opportunity to work on the whiteboard while verbally explaining their work to the rest of the class.</p>	<p>Throughout the live sessions students will be constantly asked to engage in polling questions, emoticons, chats, and room break out work. Students will also have the opportunity to work on the whiteboard while verbally explaining their work to the rest of the class.</p>

<b>Assessments:</b>	Informal: Warm-ups, Exit Questions, Classroom questioning/participation.	Informal: Warm-ups, Exit Questions, Classroom questioning/participation, group participation.	Informal: Warm-ups, Exit Questions, Classroom questioning/participation. Formal: Creation of probability word problem complete with solutions, justifications, and explanations.	Informal: Warm-ups, Exit Questions, Classroom questioning/participation, group participation. Formal: Completion and grading of classmate assignments.	Informal: Warm-ups, Exit Questions, Classroom questioning/participation.
<b>Reading and Writing Inclusion:</b>	CC.3.5.9-10.A	CC.3.5.9-10.A	CC.3.5.9-10.A	CC.3.5.9-10.A	CC.3.5.9-10.A
	CC.3.6.9-10.A	CC.3.6.9-10.C	CC.3.6.9-10.H	CC.3.6.9-10.I	CC.3.6.9-10.I
	Students will write exit slip responses that includes proper vocabulary as evidence to support their explanation		See Assessments		See Objectives

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

Teacher:	Mrs. Rodgers	Subject: 10 <sup>th</sup> Gr.	American History	Week of:	Sept. 8-12
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards:	8.1.U.C; 8.3.U.A; 8.3.U.C; 8.3.U.D; 7.3.U.A	8.1.U.C; 8.3.U.A; 8.3.U.C; 8.3.U.D;	8.1.U.C; 8.2.U.D; 8.3.U.A; 8.3.U.B 8.3.U.C; 8.3.U.D;	8.1.U.C; 8.3.U.A; 8.3.U.C; 8.3.U.D;	8.1.U.A
Objectives:	Students will gain an understanding of the differences between the North and the South and why these differences led to the Civil War.	Students will be able to demonstrate and understanding of the strengths and strategies of both sides and the political differences as the war began.	Students will be able to recognize the key battles during the Civil War and gain and understanding of how they were the turning points in the war.	Students will be able to analyze the end of the Civil War and describe how the war changed the nation and people's lives.	Students will be able to analyze an article they find and compare the present times with the Civil War.
Engagement:	Polling, interactive charts, emoticons, and video	Classroom discussion, video, small groups	Video, emoticons, websites, discussion	Small groups, discussion, polling	Emoticons
Assessments:	Polling questions	Classroom discussion, and Exit ticket	Exit ticket, classroom discussion	Polling questions, Classroom discussion	Writing
Reading and Writing Inclusion:	CC.8.5.9-10.G  Reading and analyzing of Maps and Charts	CC.8.6.9-10.H  Write a prompt on Strengths and weaknesses of the north and south.	CC.8.5.9-10.A  Read primary source from a Diary of the Civil War.	CC.8.5.9-10.C; CC.8.6.9-10.B Read about the wars and events during the Civil War. Write a prompt on how these events affected history.	CC.8.6.9-10.H; CC.8.6.9-10.I  Write about an article and compare it to Civil War times.

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*Due: Friday prior to the week ahead*

<b>Teacher:</b> Danielle Summerville		<b>Subject: 10th grade English 10</b>		<b>Week of: September 8th-12th</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	CC.1.2.9-10 A; C.C.1.2.9-10.B; C.C.1.2.9-10.C; CC.1.2.9-10.D	No BC Classes held			
<b>Objectives:</b>	The students will: Determine main idea, formulate inferences, analyze and evaluate main ideas, determine the author's point of view.	The students will: Determine main idea, formulate inferences, analyze and evaluate main ideas, determine the author's point of view.	The students will: Determine main idea, formulate inferences, analyze and evaluate main ideas, determine the author's point of view.	The students will: Determine main idea, formulate inferences, analyze and evaluate main ideas, determine the author's point of view.	
<b>Engagement:</b>	Watch an excerpt of the speech, " <i>From the Declaration of Independence, War in Vietnam</i> " by Dr. King Jr.	Watch an excerpt of the speech, " <i>From the Declaration of Independence, War in Vietnam</i> " by Dr. King Jr.	Watch an excerpt of the speech, " <i>From the Declaration of Independence, War in Vietnam</i> " by Dr. King Jr.	Watch an excerpt of the speech, " <i>From the Declaration of Independence, War in Vietnam</i> " by Dr. King Jr.	
<b>Assessments:</b>	Students will send an exit slip at the end of class summarizing what the main idea of Dr. King's speech was; in class notes; verbal participation and breakout session work	Students will send an exit slip at the end of class summarizing what the main idea of Dr. King's speech was; in class notes; verbal participation and breakout session work	Students will send an exit slip at the end of class summarizing what the main idea of Dr. King's speech was; in class notes; verbal participation and breakout session work	Students will send an exit slip at the end of class summarizing what the main idea of Dr. King's speech was; in class notes; verbal participation and breakout session work	

<b>Reading and Writing Inclusion:</b>	Read and listen to " <i>From the Declaration of Independence...</i> " Summarize Dr. King's main ideas within his speech.	Read and listen to " <i>From the Declaration of Independence...</i> " Summarize Dr. King's main ideas within his speech.	Read and listen to " <i>From the Declaration of Independence...</i> " Summarize Dr. King's main ideas within his speech.	Read and listen to " <i>From the Declaration of Independence...</i> " Summarize Dr. King's main ideas within his speech.	
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# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

Teacher:	Subject: BC Algebra I (9th/10th)			Week of:
	Monday	Tuesday	Wednesday	Thursday
Standards:				
	CC.2.2.HS.C.2	CC.2.2.HS.C.2	CC.2.2.HS.C.2	CC.2.2.HS.C.2
	CC.2.2.8.B.3	CC.2.2.8.B.3	CC.2.2.8.B.3	CC.2.2.8.B.3
Objectives:	SWBAT: 1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs. 2. Write an explanation describing how the various representations are related	SWBAT: 1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs. 2. Write an explanation describing how the various representations are related	SWBAT: 1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs. 2. Write an explanation describing how the various representations are related	SWBAT: 1.) Analyze a real world situation and model the relationship between the independent and dependent variables using a graph, table, equation and ordered pairs. 2. Write an explanation describing how the various representations are related
	Students will begin analyzing the problem with a Think, Pair, Share in a large group setting. They will then continue working in small groups to create a mini-presentation modeling the problem on the whiteboard with a table, graph, equation, ordered pairs in various Break Out Rooms. Students will conduct a Gallery Walk of each group's work and write a reflection of their observations.	Students will begin analyzing the problem with a Think, Pair, Share in a large group setting. They will then continue working in small groups to create a mini-presentation modeling the problem on the whiteboard with a table, graph, equation, ordered pairs in various Break Out Rooms. Students will conduct a Gallery Walk of each group's work and write a reflection of their observations.	Students will begin analyzing the problem with a Think, Pair, Share in a large group setting. They will then continue working in small groups to create a mini-presentation modeling the problem on the whiteboard with a table, graph, equation, ordered pairs in various Break Out Rooms. Students will conduct a Gallery Walk of each group's work and write a reflection of their observations.	Students will begin analyzing the problem with a Think, Pair, Share in a large group setting. They will then continue working in small groups to create a mini-presentation modeling the problem on the whiteboard with a table, graph, equation, ordered pairs in various Break Out Rooms. Students will conduct a Gallery Walk of each group's work and write a reflection of their observations.
Engagement:				

<b>Assessments:</b>	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about	Student discussions; Visual Representations of the problem; Mini-Presentation during gallery walk; Exit Slip: 3 vocabulary words, 2 things you learned, 1 thing you are still wondering about
<b>Reading and Writing Inclusion:</b>	CC.3.5.9-10.G	CC.3.5.9-10.G	CC.3.5.9-10.G	CC.3.5.9-10.G
	CC.3.6.11-12.A	CC.3.6.11-12.A	CC.3.6.11-12.A	CC.3.6.11-12.A
	See Engagment and Assessment			

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

**Friday**

**No Class**


# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

<b>Teacher: Mr. Harvey</b>		<b>Subject: Earth Science</b>		<b>Week of: 9/8/14</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	<p><b>3.3.10.A8:</b></p> <p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.</p>	<p><b>3.3.10.A3:</b></p> <p>Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere.</p>	<p><b>3.3.10.A8:</b></p> <p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.</p>	<p><b>3.3.10.A4:</b></p> <p>Relate geochemical cycles to conservation of matter.</p> <p>Explain how the Earth's systems and its various cycles are driven by energy.</p>	<p><b>3.3.10.A8:</b></p> <p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.</p>

<b>Objectives:</b>	The students will be able to describe how scientists view Earth today.	The students will be able to describe the four spheres of the Earth system.	The students will be able to describe characteristics of the Earth.	The students will be able to describe changes in energy that take place on Earth.	The students will be able to describe the importance of maintaining Earth's ecosystems.
<b>Engagement:</b>	The students will be actively engaged in class by using emoticons/notes, taking class notes, and verbally participating throughout class.	The students will be actively engaged in class by using emoticons/notes, taking class notes, and verbally participating throughout class.	The students will be actively engaged in class by using emoticons/notes, taking class notes, and verbally participating throughout class.	The students will be actively engaged in class by using emoticons/notes, taking class notes, and verbally participating throughout class.	The students will be actively engaged in class by using emoticons/notes, taking class notes, and verbally participating throughout class.
<b>Assessments:</b>	Review questions, Reading questions, Open-ended assignment due before the next class period. This assignment will consist of 4-5 questions.	Review questions, Reading questions, Open-ended assignment due before the next class period. This assignment will consist of 4-5 questions.	Review questions, Reading questions, Open-ended assignment due before the next class period. This assignment will consist of 4-5 questions.	Review questions, Reading questions, Open-ended assignment due before the next class period. This assignment will consist of 4-5 questions.	Review questions, Poll questions, Reading questions,
<b>Reading and Writing Inclusion:</b>	CC.3.5.9-10.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	CC.3.5.9-10.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	CC.3.5.9-10.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	CC.3.5.9-10.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	CC.3.5.9-10.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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Teacher: Miss Sarah Carr		Subject: VC Geometry (10 <sup>th</sup> /11 <sup>th</sup> )		Week of:	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.2.3.HS.A.1	CC.2.3.HS.A.1	CC.2.3.HS.A.1	CC.2.3.HS.A.1	CC.2.3.HS.A.1
	CC.2.3.HS.A.2	CC.2.3.HS.A.2	CC.2.3.HS.A.2	CC.2.3.8.A.2	CC.2.3.8.A.2
<b>Objectives:</b>	<p><i>SWBAT:</i></p> <ol style="list-style-type: none"> <li>1.) Identify and define isometries.</li> <li>2.) Apply translations to images in the coordinate plane.</li> <li>3.) Write rules for translations in the coordinate plane.</li> </ol>	<p><i>SWBAT:</i></p> <ol style="list-style-type: none"> <li>1.) Define reflections.</li> <li>2.) Use reflection lines to draw reflection images of figures.</li> </ol>	<p><i>SWBAT:</i></p> <ol style="list-style-type: none"> <li>1.) Construct rotation images.</li> <li>2.) Identify rotation images.</li> </ol>	<p><i>SWBAT:</i></p> <ol style="list-style-type: none"> <li>1.) Analyze translations, reflections, and rotations of figures.</li> <li>2.) Construct rules for compositions of transformations.</li> <li>3.) Compare and contrast figures and the order of which transformations are performed.</li> </ol>	<p><i>SWBAT:</i></p> <ol style="list-style-type: none"> <li>1.) Predict the effects of transformations on figures.</li> <li>2.) Propose an alternative to a composition of transformations.</li> </ol>
<b>Engagement:</b>	<p>Students will begin by defining an isometry; in a large group setting they will identify isometries using Yes/No Polling. After demonstrating a translation, students will work in pairs writing on the whiteboard in Break Out Rooms creating translation and rules of translations.</p>	<p>Students will begin with a website to review prior knowledge. In a large group setting students will use the whiteboard to introduce reflection. In pairs, students will use the whiteboard to demonstrate reflections in Break Out Rooms.</p>	<p>Students will begin by constructing rotations with a compass and straightedge via website. In a large group students will identify the rotation images. In small group Break Out Rooms students will use a website and complete questions.</p>	<p>Individually students will begin by using a website to manipulate multiple figures in various transformations, including non-rigid. In small group Break Out Rooms, students will use the whiteboard to construct arguments and rules for compositions of transformations. For instance, does the order of the transformations matter?, when?, why?</p>	<p>In large group, students will answer problems with Multiple Choice Polling and Emoticons. Based on the previous day, In small group Break Out Rooms, write a description of the effect of translations, reflections, and rotations have on angles, circles, perpendicular lines, parallel lines, and segments. In large group, they will present their findings.</p>

<p><b>Assessments:</b></p>	<p>Student discussions, Observations of Break Out Rooms, Student Self assessment using multiple choice polling reviewing their performance. Exit Slip: Real World Model of Translations and write a description of other translation situations. Lesson Exam.</p>	<p>Student discussions, Observations of Break Out Rooms, Peer Assessment of how their partner did in Break Out Rooms, Lesson Exam.</p>	<p>Student discussions, Observations of Break Out Rooms Exit Slip: 3 things you learned this week, 2 things you feel comfortable with, 1 thing you need to work on. Lesson Exam.</p>	<p>Student discussion, Self assessment with emoticons, Observations of Break Out Rooms Exit Slip: Describe the differences between rigid and non-rigid transformations.</p>	<p>Student discussions, Observations of Break Out Rooms, Groups will present their arguments using visual representation to the class and critique each other's findings.</p>
<p><b>Reading &amp; Writing Inclusion:</b></p>	<p>CC.3.6.9-10.H. Students will use evidence from class discussions to write a description of translation situations.</p>		<p>CC.3.6.9-10.B. See Assessments</p>	<p>CC.3.5.11-12.A Students will use evidence to support the differences between rigid and non-rigid transformations</p>	<p>CC.3.5.11-12.A See Assessments</p>
				<p>CC.3.6.9-10.H. Students will use evidence from class discussions to write the differences between rigid and non-rigid transformations.</p>	<p>CC.3.6.11-12.C See Assessment CC.3.6.9-10.H See Assessment</p>

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Teacher: Julie Di Naples		Subject: 11 <sup>th</sup> Grade American Lit		Week of: Sept. 8-12, 2014	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.1.2.11-12.B; CC.1.2.11-12.L; CC.1.3.11-12.G; CC.1.5.11-12.A	CC.1.2.11-12.B; CC.1.2.11-12.D; CC.1.2.11-12.L; CC.1.4.11-12.A; CC.1.4.11-12.F; CC.1.5.11-12.A	CC.1.2.11-12.B; CC.1.2.11-12.F; CC.1.2.11-12.L; CC.1.4.11-12.F; CC.1.5.11-12.A; CC.1.5.11-12.C	CC.1.2.11-12.B; CC.1.2.11-12.C; CC.1.2.11-12.L; CC.1.4.11-12.A; CC.1.4.11-12.F; CC.1.5.11-12.A; CC.1.5.11-12.C	CC.1.2.11-12.A; CC.1.2.11-12.B; CC.1.2.11-12.D; CC.1.2.11-12.E; CC.1.2.11-12.L; CC.1.5.11-12.A; CC.1.5.11-12.C
<b>Objectives:</b>	The students will: trace identify Native American oral traditions, analyze and compare archetypes, identify main ideas and details.	The students will: analyze narrative accounts and connect them to how people are using American narrative tradition today.	The student will: understand the characteristics of plain text and summarize a chronicle and define terms.	The student will: point out allusion and analyze chronological order and define terms.	The students will: identify satire and tone and interpret the author's attempt to understand Native Americans
<b>Engagement:</b>	Students will read aloud the key concepts of this first unit and explain in a note what they understand about these concepts and use emoticons when prompted	Read aloud; define terms, and answer using notes/chats and emoticons when prompted.	Watch two videos on the history of England at this time and Squanto's story of the first Thanksgiving.	Watch a video about the Puritans and their legacy and student will use notes/chats to show what they got from the video.	Have students think of examples of satire from present day and read introductory material on the author. Watch a video about satire.
<b>Assessments:</b>	Student will send an exit slip at the end of class explaining what they know about oral traditions.	Students will complete a formative assessment about the main points of the travel journal, "La Relacion."	Students will answer questions in groups and will review as a class.	Student will complete a summative assessment reading check based on reading.	Students will give examples of satire and compare this story to that of what we learned about Native Americans.

<p><b>Reading &amp; Writing Inclusion:</b></p>	<p>Read and listen to several Native American Myths.</p>	<p>Read "La Relacion" by Cabeza de Vaca and actively read by writing down main points and any questions.</p>	<p>Read "Of Plymouth Plantation" and record the hardships the Pilgrims faced.</p>	<p>Read from "A Narrative of the Captivity..." and explain what certain allusions mean throughout the text.</p>	<p>Read "History of the Dividing Line"</p>
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**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

*Due: Friday prior to the week ahead*

<b>Teacher:</b>		<b>Subject: 12th GradeWorld History</b>		<b>Week of: September 8th</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	7.3.12.A	8.1.12.A	8.4.12.C:	8.4.12.C	8.1.12.C:
	7.4.12.A	8.4.12.C	8.4.12.D:	1.2.12.B.	8.4.12.A.
	7.4.12.B	8.4.9.C	8.4.12.C:		1.2.12.B.
<b>Objectives:</b>	The student will: Define the five themes of geography Determine how geography affects human settlement Analyze how climate and landforms influence human behavior	The student will: Define culture Examine the factors that influence the culture of a region Compare cultural norms in various regions	The student will: Explain factors that cause cultural change Evaluate difficulty understanding other cultures Analyze rate of cultural change	The student will: Define the agricultural revolution Explain factors that led to the agricultural revolution and growth of civilization Identify the chief characteristics of a civilization Research early civilizations	The student will: Research ancient civilizations Compile information from sources Present information to peers
<b>Engagement:</b>	Emoticons, Polling, Small Group Work 5 Themes Video Latitude vs. Longitude Song Vocabulary Website	National Geographic Website Discovery Channel Culture Video Writing Exercise- Cultural Comparison Poll Checks	CIA Fact Book Country Research Paragarph Writing Practice Emoticon "quick think" Think, pair, share	Discovery Channel Agricultural Revolution Video Popcorn Reading: Charactersitics of a Civilization Virtual Museum Visit	Video Presentation: Analyzing like a historian Group work: Focus on 3 Civilizations Research Time Present 5 key facts and 5 pictures (gallery wall on whiteboard) to identify civilization

<b>Assessments:</b>	Peer Review Writing Group Work Five Question Learning Check (Polling) Response to Prompt Paragraph	Review Writing Comparison (due next class period) Discussion Responses Poll Checks	Class Response Group Participation Graded short pop quiz Think, Pair, Share presentations	Answers to in class text prompts Poll responses Discussion after virtual museum trip	Feedback when working with groups Note and emoticon use Group Member Feedback Form Grading/viewing student presentations
<b>Reading and Writing Inclusion:</b>	CC.8.6.11-12.D	CC.8.5.9-10.F	CC.8.6.11-12.A	CC.8.5.11-12.B	CC.8.5.11-12.G
	CC.8.5.11-12.D	CC.8.5.11-12.G	CC.8.6.11-12.I	CC.8.6.11-12.I	CC.8.6.11-12.H

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***

# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

Teacher: <b>Deb Wallace</b>		Subject: <b>Chemistry</b>		Week of: <b>09/08/14</b>	
	<b>Monday (08)</b>	<b>Tuesday (09)</b>	<b>Wednesday (10)</b>	<b>Thursday (11)</b>	<b>Friday (12)</b>
<b>Standards:</b>	3.4.10A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.	3.2.C.A.1 Differentiate between physical properties and chemical properties  3.2.C.A3 Describe the three normal states of matter in terms of energy, particle motion and phase transitions.  3.2.10 A1 Identify properties of matter that depend on sample size	3.2.C. A1 Differentiate between pure substances and mixtures; differentiate between heterogeneous and homogeneous mixtures.	3.2.C.A1 Differentiate between physical properties and chemical properties.  Differentiate between pure substances and mixtures: differentiate between heterogeneous and homogeneous mixtures.  3.2.C.A4 Predict how combinations of substances can result in physical and/or chemical changes.	3.2.C.A4 Predict how combinations of substances can result in physical and/or chemical changes.  Interpret and apply the laws of conservation of mass, constant composition and multiple proportions.  Balance chemical equations by applying the laws of conservation of mass.  3.2.10 A4 Describe chemical reactions in terms of atomic rearrangement and/or electron transfer.

**Objectives:**

**Liquid Chromatography Activity**

**Objectives  
TSWBAT**

- Use the graph and diagram in the Liquid Chromatography Interpreting Graphics worksheet, determine the number of components of a sample and which travels fastest through the column.

**Section 2.1  
Properties of Matter  
Objectives  
TSWBAT**

- Identify properties of matter as extensive or intensive.
- Define physical property and list several common physical properties of substance
- Differentiate among three states of matter.
- Describe a physical change.

**Section 2.2  
Mixtures  
Objectives  
TSWBAT**

- Categorize a sample of matter as a substance or a mixture.
- Distinguish between homogeneous and heterogeneous samples of matter.
- Describe two ways that components of mixtures can be separated.

**Section 2.3  
Elements and  
Compounds  
Objectives  
TSWBAT**

- Explain the difference between an element and a compound.
- Distinguish between a substance and a mixture.
- Identify the chemical symbols of elements and name elements given their symbols.

**Section 2.4  
Chemical Reactions  
Objectives  
TSWBAT**

- Describe what happens during a chemical change.
- Identify four possible clues that a chemical change has taken place.
- Apply the law of conservation of mass to chemical reactions.
- Making observations, testing hypothesis, and developing theories.

**Engagement:**

Polls, breakout slides, answer questions in chat, answer questions verbally

Polls, answer questions in chat, answer questions verbally, Breakout- interactive white board

Polls, answer questions in chat, answer questions verbally, Breakout -interactive white board

Verbal questions, writing answers on whiteboard, questions answered in chat, polls, In class video - Brain Pop

In class video - K and H<sub>2</sub>O,  
In class video -change of color,.

					<p>In class video-formation of a precipitate.</p> <p>Polls, answer questions in chat</p>
<b>Assessments:</b>	<p>Polls, answer questions in chat, answer questions verbally.</p> <p>Breakout-answer questions on slides.</p> <p>Answer questions in chat.</p> <p>HW assignment -Chapter 1 Test</p>	<p>Polls, answer questions in chat, answer questions verbally.</p> <p>Interactive white board</p> <p>Closure questions.</p>	<p>Polls, answer questions in chat, answer questions verbally.</p> <p>Interactive white board</p> <p>Closure questions, HW assignment 2.1/2.2</p>	<p>Polls, answer questions in chat, answer questions verbally.</p> <p>Closure questions, HW assignment HW assignment 2.3</p>	<p>Polls, answer questions in chat, answer questions verbally.</p> <p>Closure questions HW assignment 2.4</p>
<b>Reading and Writing Inclusion:</b>	<p>CC.3.6.9-10. A Develop claims and counterclaim fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.3.5.9-10.G Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words.</p>	<p>CC.3.6.9-10. C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>CC.3.5.9-10.D Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>CC.3.5.9-10.G Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words.</p>	

**\*Lesson plans  
subject to  
change\***

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homework\***

*Due: Friday prior to the week ahead*

<b>Teacher: Mark Perich</b>		<b>Subject: Algebra 2 (11th/12th)</b>		<b>Week of: Jan 5, 2015</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>					
	CC.2.2.HS.C.2	CC.2.2.HS.C.2	CC.2.2.HS.C.3	CC.2.2.HS.C.6	CC.2.2.HS.C.2
	CC.2.2.HS.C.5	CC.2.2.HS.C.6	CC.2.2.HS.C.2	CC.2.2.HS.C.3	CC.2.2.HS.C.3
<b>Objectives:</b>	SWBAT Identify quadratic functions and their graphs. SWBAT Model data with quadratic functions.	SWBAT Identify quadratic functions and their graphs. SWBAT Model data with quadratic functions.	SWBAT Graph quadratic functions. SWBAT Find the maximum and minimum values of quadratic functions.	SWBAT Graph quadratic functions. SWBAT Find the maximum and minimum values of quadratic functions.	SWBAT Use the vertex form of a quadratic function.
<b>Engagement:</b>	Students will be given a series of points and asked to determine if a line would model the data appropriately. Students will participate through virtual interaction with the polling tool and also share their perspectives connected to the question.	Utilizing the same quadratic data set from yesterday, students will again make the observation that the data must be modeled in a non-linear fashion. Within flexible groups, the teacher will lead students to the establishment of a quadratic model using both a 3x3 system and using the TI-83 and performing a quadratic regression. Students will 'application share' their work.	All students will compare four quadratic equations with four absolute value functions with the same vertex. They will be asked to explain as many similarities and differences as they can find.	Students will be given a quadratic equation and asked to find the axis of symmetry (student's entry to this task may determine the need to review prior material...e.g. graphing would suggest reviewing $x = -b/2a$ ).	Students will be in 'BreakOut Rooms' and compare vertex form and standard form of a quadratic. They conclude $-b/2a = h$ . Self selected students will graph a parabola in vertex form. Given the graphed parabola, self selected students will write the equation in vertex form.

<b>Assessments:</b>	Anecdotal check of student's work connected to students' abilities to identify the vertex, line of symmetry, and the terms of various quadratic equations written in standard form. Polling question will also be utilized where students locate the vertex and axis of symmetry as an end-of-class assessment.	Anecdotal, ongoing checks of students' work connected to establishing a quadratic model for three or more data points is of primary emphasis for this lesson. Students will be in 'Break Out Rooms' for small-group collaboration and mainstreamed monitoring. As an exit pass, students will be asked to describe the shape of the quadratic equation and state two basic properties of quadratics in a chat box.	Anecdotal check of student's work connected to the concavity of a quadratic equation, along with the mathematical, interpretive method ( $x = -b/2a$ ) for determining the axis of symmetry of quadratics. Polling questions will utilize two quadratic equations (one in standard form and one in non-standard form) to for students to determine concavity.	Visual representation of student's work, which will ultimately demonstrate more developed strategies connected to finding the vertex form of a quadratic equation. Students will be in 'Break Out Rooms' periodically to assess the lesson objectives. Students will be asked to determine whether a given quadratic has a vertex that is a maximum or minimum then locate it through mathematical methods.	Visual representation of student's work. Students will be in 'Break Out Rooms'. Given the coefficients of a, b, and c, students will be asked how they can write the equation of a quadratic in 'vertex' form.
<b>Reading and Writing Inclusion:</b>	CC.3.5.9-10.E	CC.3.5.9-10.E	CC.3.5.9-10.A	CC.3.5.9-10.A	CC.3.5.9-10.A
	CC.3.6.9-10.A	CC.3.6.9-10.A	CC.3.6.11-12.E	CC.3.6.11-12.E	CC.3.6.9-10.E
		See Assessments	See Engagement		See Assessments

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Teacher: Miss Sarah Carr		Subject: VC Geometry (10 <sup>th</sup> /11 <sup>th</sup> )		Week of:	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.2.3.HS.A.1	CC.2.3.HS.A.1	CC.2.3.HS.A.1	CC.2.3.HS.A.1	CC.2.3.HS.A.1
	CC.2.3.HS.A.2	CC.2.3.HS.A.2	CC.2.3.HS.A.2	CC.2.3.8.A.2	CC.2.3.8.A.2
<b>Objectives:</b>	<i>SWBAT:</i> 1.) Identify and define isometries. 2.) Apply translations to images in the coordinate plane. 3.) Write rules for translations in the coordinate plane.	<i>SWBAT:</i> 1.) Define reflections. 2.) Use reflection lines to draw reflection images of figures.	<i>SWBAT:</i> 1.) Construct rotation images. 2.) Identify rotation images.	<i>SWBAT:</i> 1.) Analyze translations, reflections, and rotations of figures. 2.) Construct rules for compositions of transformations. 3.) Compare and contrast figures and the order of which transformations are performed.	<i>SWBAT:</i> 1.) Predict the effects of transformations on figures. 2.) Propose an alternative to a composition of transformations.
	<b>Engagement:</b>	Students will begin by defining an isometry; in a large group setting they will identify isometries using Yes/No Polling. After demonstrating a translation, students will work in pairs writing on the whiteboard in Break Out Rooms creating translation and rules of translations.	Students will begin with a website to review prior knowledge. In a large group setting students will use the whiteboard to introduce reflection. In pairs, students will use the whiteboard to demonstrate reflections in Break Out Rooms.	Students will begin by constructing rotations with a compass and straightedge via website. In a large group students will identify the rotation images. In small group Break Out Rooms students will use a website and complete questions.	Individually students will begin by using a website to manipulate multiple figures in various transformations, including non-rigid. In small group Break Out Rooms, students will use the whiteboard to construct arguments and rules for compositions of transformations. For instance, does the order of the transformations matter?, when?, why?

<p><b>Assessments:</b></p>	<p>Student discussions, Observations of Break Out Rooms, Student Self assessment using multiple choice polling reviewing their performance. Exit Slip: Real World Model of Translations and write a description of other translation situations. Lesson Exam.</p>	<p>Student discussions, Observations of Break Out Rooms, Peer Assessment of how their partner did in Break Out Rooms, Lesson Exam.</p>	<p>Student discussions, Observations of Break Out Rooms Exit Slip: 3 things you learned this week, 2 things you feel comfortable with, 1 thing you need to work on. Lesson Exam.</p>	<p>Student discussion, Self assessment with emoticons, Observations of Break Out Rooms Exit Slip: Describe the differences between rigid and non-rigid transformations.</p>	<p>Student discussions, Observations of Break Out Rooms, Groups will present their arguments using visual representation to the class and critique each other's findings.</p>
<p><b>Reading &amp; Writing Inclusion:</b></p>	<p>CC.3.6.9-10.H. Students will use evidence from class discussions to write a description of translation situations.</p>		<p>CC.3.6.9-10.B. See Assessments</p>	<p>CC.3.5.11-12.A Students will use evidence to support the differences between rigid and non-rigid transformations</p>	<p>CC.3.5.11-12.A See Assessments</p>
				<p>CC.3.6.9-10.H. Students will use evidence from class discussions to write the differences between rigid and non-rigid transformations.</p>	<p>CC.3.6.11-12.C See Assessment CC.3.6.9-10.H See Assessment</p>

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# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

Teacher:	Ms. Velte	Subject:	12 <sup>th</sup> Grade Economics	Week of:	September 29
	Monday		Tuesday		Wednesday
	Thursday		Friday		
<b>Standards:</b>	6.2.12.G CC.8.5.11-12.D	6.2.12.G 6.1.12 D 6.5.12.B	6.2.12.G	6.2.12.G	6.2.12.G 6.2.12.F CC.8.5.11-12.B CC.8.5.11-12.D
<b>Objectives:</b>	Students will: - Identify 4 Types of Economies - Explain Why Markets Exist - Analyze Circular Model of Free Economy	Students will: - Identify/define self regulating nature of market - Identify advantages of free market	Students will: - Identify/define centrally planned government - Define/compare communism/socialism	Students will: - Analyze centrally planned government in Soviet Union - Identify problems in centrally planned economy	Students will: - Define Mixed Economy - Analyze Circular Model of Mixed Economy - Compare Mixed economies
<b>Engagement:</b>	- Polling - Breakouts	- Polling - Video: Invisible Hand Breakouts	- Polling - Breakouts	- Polling - Breakouts	- Polling - Breakouts
<b>Assessments:</b>	- Warm Up - Mid Class Check - Exit Question - HW: 9/26 Notebook Scan	- Warm Up - Mid Class Check - Exit Question - HW: 9/26 Notebook Scan - HW: Read Ch2 Sec3	- Warm Up - Mid Class Check - Exit Question - HW: 9/26 Notebook Scan	- Warm Up - Mid Class Check - Exit Question - HW: Read Ch2Sec4	- Warm Up - Mid Class Check - Exit Question - HW:1033 Notebook Scan
<b>Reading and Writing Inclusion:</b>		CC.8.6.11-12.B CC.8.6.11-12.E CC.8.5.11-12.D  Free Market Writing Prompt	CC.8.5.11-12.D CC.8.6.11-12.B CC.8.5.11-12.F CC.8.5.11-12.H  Compare Socialism and Communism Prompts	CC.8.6.11-12.B CC.8.5.11-12.D  Review Ch2Sec3 Prompts	

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# 14-15 Lesson Plan for 9-12 Academy

*Due: Friday prior to the week ahead*

Teacher: Mike Ames	Subject: Grade 12 Literary Explorations				Week of: 11/2/14
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards:</b>	CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K	CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F CC.1.5.11-12.G	CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K	CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Continue with <i>1984</i></li> <li>Compare to past class novels</li> <li>Examine Orwellian language such as "thoughtcrime," "doublethink," and "Ingsoc"</li> </ul>	<ul style="list-style-type: none"> <li>Continue with <i>1984</i></li> <li>Follow Winston Smith as he shows us how he rewrites history</li> <li>Analyze Winston Smith's world through his eyes</li> </ul>	<ul style="list-style-type: none"> <li>Continue with <i>1984</i></li> <li>Examine and discuss the destruction of love in society</li> <li>Discuss the consequences of going against society</li> </ul>	<ul style="list-style-type: none"> <li>Continue with <i>1984</i></li> <li>Identify standard of comparison in <i>1984</i></li> <li>Connect to past novels, esp. <i>Animal Farm</i></li> <li>Compare to Plato's "cave"</li> </ul>	<ul style="list-style-type: none"> <li>"Politics and the English Language" by George Orwell</li> <li>Examine and discuss the importance of honesty in language</li> <li>Identify and analyze language used to manipulate</li> </ul>
<b>Engagement:</b>	<ul style="list-style-type: none"> <li>Anticipatory set responses.</li> <li>In-class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipatory set responses.</li> <li>In-class discussion.</li> <li>Breakout Session</li> </ul>	<ul style="list-style-type: none"> <li>Anticipatory set responses.</li> <li>In-class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipatory set responses.</li> <li>In-class discussion.</li> <li>Breakout Session</li> </ul>	<ul style="list-style-type: none"> <li>Anticipatory set responses.</li> <li>In-class discussion.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Lit Response 2.2 - <i>1984</i></li> </ul>		<ul style="list-style-type: none"> <li>• Music Response – Queen’s “Under Pressure”</li> </ul>		<ul style="list-style-type: none"> <li>• Essay Response – “Politics and the English Language”</li> </ul>
<b>Reading and Writing Inclusion:</b>	<ul style="list-style-type: none"> <li>• Read Part 1 of <i>1984</i></li> <li>• Written assignments</li> <li>• In-class writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read Part 1 of <i>1984</i></li> <li>• Written assignments</li> <li>• In-class writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read Part 1 of <i>1984</i></li> <li>• Written assignments</li> <li>• In-class writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read Part 1 of <i>1984</i></li> <li>• Written assignments</li> <li>• In-class writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read “Politics and the English Language”</li> <li>• Written assignments</li> <li>• In-class writing</li> </ul>

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# 14-15 Lesson Plan for 9-12 Academy

Teacher:	Mrs. Erin Butler				
Subject:	Physics				
Week of:	Sept 8th, 2014				
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards:	3.2.P.B.7 <ul style="list-style-type: none"> <li>compare and contrast scientific theories</li> <li>identify questions and concepts that guide scientific investigations</li> </ul>	3.2.P.B.7 <ul style="list-style-type: none"> <li>compare and contrast scientific theories</li> <li>identify questions and concepts that guide scientific investigations</li> </ul> 3.2.10.B.1 <ul style="list-style-type: none"> <li>analyze net forces acting on a body</li> </ul>	3.2.10.B.1 <ul style="list-style-type: none"> <li>analyze net forces acting on a body</li> </ul>	3.2.10.B.1 <ul style="list-style-type: none"> <li>analyze net forces acting on a body</li> </ul>	3.2.10.B.1 <ul style="list-style-type: none"> <li>analyze net forces acting on a body</li> </ul> 3.2.P.B.1 <ul style="list-style-type: none"> <li>Use force and mass to explain motion of objects</li> </ul>
Objectives:	The Student will be able to: <ul style="list-style-type: none"> <li>State Aristotle's Ideas of motion</li> <li>Recall Galileo's concepts of inertia</li> </ul>	The Student will be able to: <ul style="list-style-type: none"> <li>Relate historical ideas of motion to Newton's ideas</li> <li>Summarize and cite examples of Newton's First law of motion.</li> </ul>	The Student will be able to: <ul style="list-style-type: none"> <li>Identify forces on an object</li> <li>Illustrate all forces and compute net force on an object</li> <li>Construct free body diagrams</li> <li>Explain the equilibrium rule</li> </ul>	The Student will be able to: <ul style="list-style-type: none"> <li>Point out that a supportive force varies as other forces change</li> <li>Relate equilibrium of moving things to Newton's first law</li> <li>Distinguish between mass and weight</li> </ul>	The Student will be able to: <ul style="list-style-type: none"> <li>Explain that an unbalanced force leads to a change in motion</li> <li>Summarize motion in all aspects from 18<sup>th</sup> century ideas to modern concepts</li> </ul>
Engagement:	Chats, polls, emoticons, verbal questioning, breakout tasks  Activities: <ul style="list-style-type: none"> <li>Next time question</li> <li>Quick fact – Galileo and Shakespeare were born in the same year</li> </ul>	Chats, polls, emoticons, verbal questioning, breakout tasks  Activities: <ul style="list-style-type: none"> <li>Tablecloth demonstration</li> <li>Bowl of soup demo</li> </ul>	Chats, polls, emoticons, verbal questioning, breakout tasks  Activities: <ul style="list-style-type: none"> <li>Spring scale</li> <li>Breakouts to draw forces on objects</li> </ul>	Chats, polls, emoticons, verbal questioning, breakout tasks  Activities: <ul style="list-style-type: none"> <li>Free body diagram practice</li> <li>Weight vs Mass</li> </ul>	Chats, polls, emoticons, verbal questioning, breakout tasks  Activities: <ul style="list-style-type: none"> <li>Challenge painter on suspended scaffold</li> <li>Forces at angles (preview)</li> </ul>
Assessments:	Formative: <ul style="list-style-type: none"> <li>Student interactions – chats, polls, emoticons, responses</li> </ul> Summative: <ul style="list-style-type: none"> <li>Closure questioning</li> </ul>	Formative: <ul style="list-style-type: none"> <li>Student interactions – chats, polls, emoticons, responses</li> </ul> Summative: <ul style="list-style-type: none"> <li>Describing Newton's first law of motion in own words</li> </ul>	Formative: <ul style="list-style-type: none"> <li>Student interactions – chats, polls, emoticons, responses</li> <li>Breakout interactions</li> </ul> Summative: <ul style="list-style-type: none"> <li>Chapter 2 alpha homework</li> </ul>	Formative: <ul style="list-style-type: none"> <li>Student interactions – chats, polls, emoticons, responses</li> </ul> Summative: <ul style="list-style-type: none"> <li>Breakout responses</li> <li>Chapter 2 review homework</li> </ul>	Formative: <ul style="list-style-type: none"> <li>Student interactions – chats, polls, emoticons, responses</li> </ul> Summative: <ul style="list-style-type: none"> <li>Breakout responses</li> <li>Chapter 2 Test</li> </ul>
Reading and Writing Inclusion:	CC.3.5.11-12.B <ul style="list-style-type: none"> <li>Determine central ideas of a text</li> <li>summarize complex concepts by paraphrasing them.</li> </ul>	CC.3.5.11-12.B <ul style="list-style-type: none"> <li>Determine central ideas of a text</li> <li>summarize complex concepts by paraphrasing them.</li> </ul>	CC.3.5.11-12.G <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information to address and solve a problem</li> </ul>	CC.3.5.11-12.G <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information to address and solve a problem</li> </ul>	CC.3.6.11-12.A <ul style="list-style-type: none"> <li>Write arguments focused on discipline-specific content</li> </ul> CC.3.6.11-12.B <ul style="list-style-type: none"> <li>Write informative texts.</li> </ul>

*Due: Friday prior to the week ahead*

<b>Teacher: Mark Perich</b>		<b>Subject: Algebra 2 (11th/12th)</b>		<b>Week of: Jan 5, 2015</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>					
	CC.2.2.HS.C.2	CC.2.2.HS.C.2	CC.2.2.HS.C.3	CC.2.2.HS.C.6	CC.2.2.HS.C.2
	CC.2.2.HS.C.5	CC.2.2.HS.C.6	CC.2.2.HS.C.2	CC.2.2.HS.C.3	CC.2.2.HS.C.3
<b>Objectives:</b>	SWBAT Identify quadratic functions and their graphs. SWBAT Model data with quadratic functions.	SWBAT Identify quadratic functions and their graphs. SWBAT Model data with quadratic functions.	SWBAT Graph quadratic functions. SWBAT Find the maximum and minimum values of quadratic functions.	SWBAT Graph quadratic functions. SWBAT Find the maximum and minimum values of quadratic functions.	SWBAT Use the vertex form of a quadratic function.
<b>Engagement:</b>	Students will be given a series of points and asked to determine if a line would model the data appropriately. Students will participate through virtual interaction with the polling tool and also share their perspectives connected to the question.	Utilizing the same quadratic data set from yesterday, students will again make the observation that the data must be modeled in a non-linear fashion. Within flexible groups, the teacher will lead students to the establishment of a quadratic model using both a 3x3 system and using the TI-83 and performing a quadratic regression. Students will 'application share' their work.	All students will compare four quadratic equations with four absolute value functions with the same vertex. They will be asked to explain as many similarities and differences as they can find.	Students will be given a quadratic equation and asked to find the axis of symmetry (student's entry to this task may determine the need to review prior material...e.g. graphing would suggest reviewing $x = -b/2a$ ).	Students will be in 'BreakOut Rooms' and compare vertex form and standard form of a quadratic. They conclude $-b/2a = h$ . Self selected students will graph a parabola in vertex form. Given the graphed parabola, self selected students will write the equation in vertex form.

<b>Assessments:</b>	Anecdotal check of student's work connected to students' abilities to identify the vertex, line of symmetry, and the terms of various quadratic equations written in standard form. Polling question will also be utilized where students locate the vertex and axis of symmetry as an end-of-class assessment.	Anecdotal, ongoing checks of students' work connected to establishing a quadratic model for three or more data points is of primary emphasis for this lesson. Students will be in 'Break Out Rooms' for small-group collaboration and mainstreamed monitoring. As an exit pass, students will be asked to describe the shape of the quadratic equation and state two basic properties of quadratics in a chat box.	Anecdotal check of student's work connected to the concavity of a quadratic equation, along with the mathematical, interpretive method ( $x = -b/2a$ ) for determining the axis of symmetry of quadratics. Polling questions will utilize two quadratic equations (one in standard form and one in non-standard form) to for students to determine concavity.	Visual representation of student's work, which will ultimately demonstrate more developed strategies connected to finding the vertex form of a quadratic equation. Students will be in 'Break Out Rooms' periodically to assess the lesson objectives. Students will be asked to determine whether a given quadratic has a vertex that is a maximum or minimum then locate it through mathematical methods.	Visual representation of student's work. Students will be in 'Break Out Rooms'. Given the coefficients of a, b, and c, students will be asked how they can write the equation of a quadratic in 'vertex' form.
<b>Reading and Writing Inclusion:</b>	CC.3.5.9-10.E	CC.3.5.9-10.E	CC.3.5.9-10.A	CC.3.5.9-10.A	CC.3.5.9-10.A
	CC.3.6.9-10.A	CC.3.6.9-10.A	CC.3.6.11-12.E	CC.3.6.11-12.E	CC.3.6.9-10.E
		See Assessments	See Engagement		See Assessments

**\*Lesson plans subject to change\***

**\*Check LMS daily for assignments and homework\***



The Pennsylvania Cyber Charter School

# Induction Handbook

.....  
2014 – 2015



About

# PA Cyber

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

**Non-Discrimination Statement – Students:** The Pennsylvania Cyber Charter School ("PA Cyber" or "the School") does not discriminate against protected students as defined by applicable federal, Pennsylvania state or local laws, including but not limited to the Pennsylvania Human Relations Act, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973. PA Cyber is an equal opportunity educational institution and does not discriminate unlawfully in its educational programs, policies, activities or admissions practices on the basis of sex, race, color, national origin, religion, age, disability, genetic information or any other classification protected by applicable federal, state or local laws.



# Table of Contents

<b>Induction Participants</b>	<b>2</b>
<b>Goals and Competencies</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Professional Development Activities &amp; Topics</b>	<b>14</b>
<b>Evaluation and Monitoring</b>	<b>18</b>
<b>Participation/Completion</b>	<b>20</b>
<b>Addendum</b>	<b>22</b>
Addendum 1: Danielson Framework for Teaching	22
Addendum 2: Code of Professional Practice and Conduct for Educators	41
Addendum 3: Mentor Training Professional Development Action Step	43
Addendum 4: New Teacher Orientation Prof. Development Action Step	45
Addendum 5: Needs Assessment for Inductees - Teachers	47
Addendum 6: Needs Assessment for Inductees - Guidance Counselor	48
Addendum 7: Needs Assessment for Inductees - School Nurse	49
Addendum 8: Needs Assessment for Inductees - School Psychologist	50
Addendum 9: Induction Discussions Checklist for Mentors - Teachers	51
Addendum 10: Induction Discussions Checklist for Mentors - Guidance	51
Addendum 11: Induction Discussions Checklist for Mentors - Nurse	52
Addendum 12: Induction Discussions Checklist for Mentors - Psychologist	53
Addendum 13: Monthly Induction Report - Teacher	54
Addendum 14: Monthly Induction Report – Guidance Counselor	55
Addendum 15: Monthly Induction Report – School Nurse	55
Addendum 16: Monthly Induction Report – School Psychologist	56
Addendum 17: Inductee Lesson Reflection Report	57
Addendum 18: Suggested Topics for Monthly Administrative Work Sessions	57
Addendum 19: In-Service/Conference/Workshop Reflection	59
Addendum 20: End of Year Induction Reflection – Mentor	60
Addendum 21: End of Year Induction Reflection – Mentee	61
Addendum 22: Induction Portfolio Cover Sheet	62
Addendum 23: Induction Certificate of Completion	63

# Induction Participants

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PA Cyber is required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a state-approved teacher induction plan for professional employees engaged in their initial teaching experience, long term substitutes who are hired for a position for 45 days or more, and for educational specialists.

## PA Cyber Educator Induction Council

Name	Category (Job Title)	Selected By
Sean Wisniewski	Induction Coordinator/Director of Staff Development and Certification	Hired by Senior Administration
Aaron Bovalino	Senior Administrator	Appointed by C.E.O.
Jennifer Shoaf	Deputy Chief Academic Officer	Selected by Induction Coordinator
Shawn Lanious	Academy Director	Selected by Administrative Representatives
Alesha Yaria	Guidance Counselor	Selected by Educational Specialists
Annie Hudson	Secondary Educ. Virtual Classroom Teacher	Selected by Teachers
Jim VanderSchaaff	Secondary Educ. Virtual Classroom Teacher	Selected by Teachers
Tom Strauman	Elementary Educ. Virtual Classroom Teacher	Selected by Teachers
Kelly Manning	Elementary Teaching Facilitator	Selected by Teachers
George Walaan	Regular Educ. Instructional Supervisor	Selected by Teachers
Jasmine Rudy	Regular Educ. Instructional Supervisor	Selected by Teachers
Emily Hockensmith	Special Educ. Instructional Supervisor	Selected by Teachers

## Responsibilities of Educator Induction Committee

The educator induction committee is responsible to perform the following:

- Ensure proper representation on the committee
- Conduct meaningful needs assessment activities
- Develop an appropriate educator induction program
- Conduct an annual evaluation of educator induction program

## Responsibilities of Educator Induction Coordinator

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An educator induction coordinator shall be identified and perform the following:

- Schedule and implement an appropriate Induction Program, designed and directed by the educator induction committee
- Chair the educator induction committee
- Oversee the educator induction program
- Maintain adequate record keeping of educator induction program activities and participating educators
- Coordinate and oversee selection of mentors and assignment of inductees
- Provide training for new mentors
- Identify and provide for appropriate resources to support educator induction activities (ie., time scheduling, space and funding)

## Membership, Roles, and Responsibilities of Induction Team

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Building educator induction team membership, roles and responsibilities:

- Building educator induction teams include the principal, mentors, inductees, and other support staff as needed
- The principal's role as instructional leader is to organize building orientation activities, including a thorough introduction to the school and staff, policies and procedures, and students
- The principal facilitates the mentor/mentee relationship, ensures reasonable working conditions, and formally evaluates inductees
- Other administrators or support staff can provide job-specific help to teachers and/or specialists

## Mentor Selection Criteria and Compensation

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Chapter 49 requires a mentor relationship between the inductee and the educator induction team. The educator induction committee should determine the criteria for mentor selection (see 22 Pa. Code §49.16).

Recommended criteria are:

- Similar certification and assignment
- Outstanding work performance
- Models continuous learning and reflection
- Knowledge of school policies, procedures and resources
- Ability to work with students and other adults
- Willingness to accept additional responsibility
- Mentor training or previous experience
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use and application of the Standards Aligned System
- Understanding the Levels of Blooms Taxonomy and Webb's Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- Developing good assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))
- Ability to write Student Learning Objectives in accordance with Act 82 of 2012 (22 Pa. Code §19.1)

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership, refining of skills, and enhancing professional growth. However, it is also a demanding responsibility and will include a stipend of \$1,000 for mentoring one staff member or \$1,500 for mentoring two staff members for the school year.

## Mentor Supports

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Mentors provide the following types of support to inductees:

- Instructional support such as:
  - Classroom management
  - Standards-based instructional planning and implementation
  - Standards-aligned teaching strategies
  - Differentiated instruction and supports for struggling students
  - Observations and conferencing with the beginning teacher
  - Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs
  - Data-informed decision making
- Professional support such as:
  - Information about school policies and procedures

- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1)
- Information about quality professional development opportunities
- Personal support such as:
  - Introductions to other faculty and administrators
  - Personal encouragement within the context of a confidential relationship
  - Liaison to referral to other key people and resources

## Inductee Expectations

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Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with their mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to:

- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Accept and act upon constructive feedback through open communication with the mentor
- Schedule observation of experienced teachers at work
- Schedule classroom observation by the mentor
- Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Letter
- Maintain a confidential relationship with the assigned mentor

## Principal Supports

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School principals provide support such as:

- Opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). The code is found in Appendix C and sets forth rules of conduct to which professional educators are legally bound. New employees should be informed of the code and given a copy.
- Creating a culture of teaching and learning that supports professional collaboration among new and veteran teachers
- Designing appropriate schedules to support new teachers as they develop professional skills
- Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding)
- Periodically evaluating (twice during the school year) non-tenured teachers using the Educator Effectiveness System in accordance with Act 82 of 2012.
- Facilitating activities to enhance the mentor/beginning teacher relationship
- Accepting the confidential relationship between each teacher and mentor
- Identifying and selecting highly qualified mentors

# Goals and Competencies

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## Our Mission

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The Pennsylvania Cyber Charter School is dedicated to the success of all students who have not had their needs met in a traditional educational setting. PA Cyber is dedicated to providing the services and educational programs using current technology necessary for these students to receive a high school diploma as well as to give them the opportunity to grow beyond the normal curriculum and confines of a traditional school setting. PA Cyber is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. It is our desire that PA Cyber students graduate and successfully procure satisfying employment or further their education to become independent, responsible citizens.

## Our Vision

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The Pennsylvania Cyber Charter School will be dedicated to providing student-centered service in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. As the leader of cyber education in Pennsylvania, PA Cyber will continue to develop best practices and will be a model of academic excellence.

## Core Values – “Is–Pie”

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Integrity

Service

Professionalism

Integrity

Excellence

## Rationale for Induction Plan

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The Pennsylvania Cyber Charter School understands the need for a high quality induction program. It is also our belief that a comprehensive Educator Induction Plan is the essential first step to facilitate entry into the education profession and teaching to high standards. In addition, it is recognized that an approved induction plan is required by Title 22, Chapter 49, Sections 49.16 and 49.83 of the Pennsylvania Code. As a result, the First Goal in the Comprehensive Planning Tool lists specific Action Steps detailing the creation and implementation of a comprehensive induction plan to assure all characteristics above are implemented.

The Induction Coordinator, Induction Committee and Induction Team will collaborate to include induction activities that focus on teaching diverse learners in inclusive settings. The plan will integrate induction activities that focus on the six identified elements of Pennsylvania’s Standards Aligned System: Standard; Assessments; Curriculum Framework; Instruction; Materials and Resources and Safe and Supportive Schools. Specific training will be incorporated into the plan to provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching. Another goal of the plan is to provide experienced mentors as outlined by PDE guidelines to create a culture of support and professional collaboration among new and veteran teachers.

## Inductee Outcomes

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- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to PA Cyber-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the school's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply PA Cyber endorsed classroom management strategies.
- Inductees will know and utilize PA Cyber resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will know and apply strategies and topics aligned with the Danielson Framework for Teaching

## Induction Plan Goals

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The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. Individual goals include the following:

- To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- To provide new educators with basic information and knowledge about the school and resident students in order to increase their effectiveness in fulfilling their duties
- To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
- To provide new educators with staff development experiences to achieve a successful transition into the school's educational program
- To provide experience, professional insights, and encouragement to achieve success as new employees

## Induction Plan Competencies

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The competencies include working knowledge of the Standards Aligned System and how to use the resources of PDE's SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments and support struggling students. The plan is aligned with school goals, students' needs and includes induction activities that focus on teaching diverse learners in least restrictive environments.

# Needs Assessment

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## Process Used To Assess Needs Of Inductee

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Needs assessment data will be collected using valid indicators of student knowledge and skills such as:

- PSSA and Keystone Exam data, Classroom Diagnostic Tools data, Pennsylvania Value-Added Assessment System (PVAAS) and eMetric data, and data from other standardized tests, benchmark assessments, or locally developed and validated assessments. Ongoing student achievement data analysis will provide teachers with focused educational activities aimed at improving student achievement
- Data on instructional models will provide new teachers with information on educational initiatives at the local, state and national levels
- Knowledge of Charlotte Danielson's Framework for Teaching including planning and preparation, classroom environment, instruction, and professional responsibilities. Domains 1 and 4 cover aspects of the teaching profession that occur outside of the classroom, while Domains 2 and 3 cover aspects that are directly observable in classroom teaching.
- Information collected from previous educator induction programs (e.g., program evaluations and second-year teacher interviews)

## Program Structure

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### Mentor Training

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. Mentor training will assure that mentors are capable of providing instructional, professional, and personal support to inductees.

### Mentor Training Topics

- School Policies, Procedures, and Resources
- Continuous Learning and Reflection
- Use and Application of SAS Portal
- Creating Meaningful Assessments
- Educator Effectiveness (82-1)
- Student Learning Objectives
- Differentiated Supervision

### New Teacher Orientation Program

New teacher orientation programs will be presented by PA Cyber staff in August 2014. Additional new teacher orientation programs will be scheduled and presented to newly-hired teachers throughout the school year to insure the continuity of the program. General orientation topics to be covered can be classified into two categories: Orientation and Professional Knowledge and Skills.

## New Teacher Orientation Program Topics

- Framework for Teaching
- Code of Professional Conduct
- School Calendar
- Salary/Benefits
- PA Public School Code/Employee Handbook
- Courses of Study and Curriculum
- Emergency Closings (weather)
- HIPPA/FERPA
- Technology Overview (SIS, LMS)
- Act 48, Instructional I, Instructional II, Induction
- Sharepoint
- Educator Effectiveness – Formal Observation
- SAS Portal
- Professional Development Opportunities (Tuition reimbursement, conferences/workshops, etc...)
- Student Exceptionalities and Referrals
- Classroom Management
- Professional Portfolio
- Inductee/Mentor Responsibilities

# Timeline Of Activities/Requirements

## 2014-2015 Teacher Induction Program Calendar

	<p><b>JULY 2014</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S			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			<p><b>JANUARY 2015</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	T	F	S					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	<p><b>Monthly Inductee/Mentor Meeting</b> by 1/30 - MTIR Reflection #2</p> <p><b>January Inductee Lesson</b> Reflection Report - due 1/30/15</p> <p><b>Professional Portfolio Mid-Year Check</b></p> <p><b>Work-Sessions by Appointment</b></p> <p><b>Formal Observation #1 (82-1)</b></p>														
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<p><b>New Teacher Orientation</b> - Distribution of Orientation Packet In Service 8/18/14</p> <p><b>Mentor Training</b> Completion of "Needs Assessments for Inductees" by 8/29/14</p>	<p><b>AUGUST 2014</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1 2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S							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							<p><b>FEBRUARY 2015</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S	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															<p><b>Monthly Inductee/Mentor Meeting</b> by 2/27 - MTIR #4</p> <p><b>February Teacher Induction Report</b> due 2/27/15</p> <p><b>Monthly Administrative Work-Session</b></p>
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# Professional Development Activities and Topics

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## Introduction

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Through the planning process, the Professional Development Committee's goal is to produce Sustained school improvement results. Professional development activities will have content that will increase student learning.

Approved professional development:

- For classroom teachers, school counselors and education specialists:
  - Enhances the educator's content knowledge;
  - Increase the educator's teaching skills;
  - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data;
  - Empowers educators to work effectively with parents and community partners.
- For school and district administrators, and other educators seeking leadership roles:
  - Provides the knowledge and skills to think and plan strategically;
  - Provides leaders with the ability to access and use appropriate data;
  - Empowers leaders to create a culture of teaching and learning;
  - Instructs the leader in managing resources.

## Danielson Framework for Teaching

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The Danielson Framework for Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses the complex activity of teaching by defining four domains of teaching responsibility, each with its own set of essential professional practice components. The four domains and their components are listed below. The Danielson Framework and its four domains and components will be the primary focus for new teacher professional development offerings (Addendum 1).

## Code of Professional Practice and Conduct

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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 profession (Addendum 2).

## Mentor Training

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Mentor training will include specific mentor competencies that will be taught and modeled to inductees during the induction process. The competencies will include working knowledge of the Standards Aligned System and how to use the resources of PDE's SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments, and support struggling students (Addendum 3).

## New Inductee Orientation

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The goal of the New Inductee Orientation Program is to provide each novice educator with a general orientation to PA Cyber and to increase his/her knowledge and improve skills (Addendum 4).

## Needs Assessment for Inductees

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At the beginning of the school year, each inductee is required to fill out a needs assessment based on the components of the Danielson Framework for Teaching. This assessment will help guide the monthly meetings between the mentor and inductee.

- Teachers: Addendum 5
- Counselors: Addendum 6
- School Nurse: Addendum 7
- Psychologist: Addendum 8

## Induction Discussions Checklist for Mentors

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Throughout the school year, the mentor will be meeting with the inductee to discuss topics based on Danielson's Framework for Teaching. This checklist serves as a guide to the mentor to keep track of which of the components from the Framework have been covered in the monthly meetings.

- Teachers: Addendum 9
- Counselors: Addendum 10
- School Nurse: Addendum 11
- Psychologist: Addendum 12

## Monthly Induction Report

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An essential ingredient in mentoring is "reflective questioning" in which the mentor poses thought provoking questions to the inductee to encourage him or her to explore skills, experiences, knowledge, values, or beliefs. One of the questions asked by the mentor is, "What is an area of focus you wish to establish?" The discussion enables the mentor to gain access to the teacher's reflection about the lesson, how it might have been done differently, and how it can be improved.

- Teachers: Addendum 13
- Counselors: Addendum 14
- School Nurse: Addendum 15
- Psychologist: Addendum 16

## Inductee Lesson Reflection Report

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Mentors can help inexperienced teachers improve their skills at reflection by structuring the conversations that take place after a lesson. The types of questions the mentor will use appear in the "monthly teacher induction report – lesson reflection" (Addendum 17).

## Monthly Administrative Work Sessions

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In order to provide experienced professional insights and encouragement to achieve success as a new employee, inductees will attend monthly administrative work sessions. These sessions will encompass various topics related to professional practice. Acceptable topics can be found in Addendum 18.

## In-Service/Conference/Workshop Reflection

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During the 2014-15 school year, there will be three in-service days. Each of these in-service days will be professional development driven thus a valuable resource for a new teacher. After each of three in-service days, each inductee will fill out a reflection form to provide feedback on how that in-service day impacted their teaching.

Along with in-service days, another good source of professional development for new teachers is attending an educational conference/workshop. Early on in the school year, the inductee will need to fill out a Conference Request form in SharePoint for approval of the conference/workshop they choose. After attending the conference/workshop, the inductee will be required to fill out a reflection form to inform the school what they learned and how that conference/workshop impacted their teaching. (Addendum 19).

# Evaluation and Monitoring

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## Procedure for Evaluation and Monitoring

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The Induction Coordinator will work with the Induction Council to assure the Induction program will be evaluated twice annually and revised as needed. The evaluation will include input from all of the participants related to the achievement of the program goals, objectives, and competencies. Both the mentor and inductee will fill out an end-of-year reflection on the program and submit with their portfolio. (Addendum 10 & 11)

Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to:

- Survey of participants – new teachers, mentors, principals, and other members of the Educator induction committee – to determine levels of satisfaction and to understand the strengths and weakness of the program
- Analysis of activities and resources used in the program
- Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observations tools) to determine the impact of participating teachers and their students

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

# Documentation of Participation and Completion

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## Procedure for Documenting Induction Participation and Completion

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School entities will maintain accurate records of completion of the program in the form of a portfolio and provide a certificate of completion to the inductee. Evidence of successful participation and completion of the educator induction program will be maintained by the Induction Coordinator for each inductee, including any long term substitutes. All pertinent records will be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE. (Addendum 12 and 13)

- Mentor documents his/her inductee's involvement in the program.
- Professional Development and Teacher Certification Department receives, evaluates and archives all mentor records
- Professional Development and Teacher Certification Department receives, tallies, and archives all PA Cyber mentor records
- Completion is verified by the PA Cyber C.E.O. on the Application for Level 2 Certification

## Addendum 1: Danielson Framework for Teaching

DOMAIN 1: PLANNING AND PREPARATION				
Component 1a: Demonstrating Knowledge of Content and Pedagogy				
Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
DEMONSTRATION	<p><i>Teachers provide evidence of their knowledge of content and pedagogy through their performance in the classroom. For example, evidence is found in their clear explanation of concepts, their knowledgeable responses to students' questions, and their skill in engaging students in learning, and by developing instructional plans and participating in professional growth activities. Teachers can also demonstrate knowledge of the subjects they teach through instructional artifacts, comments on student work, and their classroom interactions with students. Content errors reflect a shaky understanding of the subject, and evasive responses to students may suggest only a thin knowledge of content. Although some responses are deliberately unrevealing, because the teacher wants to engage students in their own investigations, the teacher, in conversation, should be able to demonstrate a solid understanding of the subject.</i></p>			

**DOMAIN 1: PLANNING AND PREPARATION**  
Component 1b: Demonstrating Knowledge of Students

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of -students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
DEMONSTRATION	<i>Teachers demonstrate their knowledge of students in the classroom orally and in writing. They can describe their students and what those students bring with them to the classroom. Their knowledge of students is evident in the instructional plans they create and in their interaction with students in the classroom. But because a teacher's knowledge of students is typically far greater than that which is demonstrated in any single unit or lesson plan, it's desirable for teachers to have the opportunity to describe this understanding.</i>			

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1c: Setting Instructional Outcomes

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several -different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
DEMONSTRATION	<p><i>Teachers demonstrate their skills in setting instructional outcomes either orally or in writing. They should be able to describe how the outcomes relate to district curriculum guidelines, state frameworks, content standards, and curriculum outcomes in a discipline. They should also be able to explain how the outcomes are appropriate for their students and how they fit within a sequence of learning and reflect the balance among different types of learning. When appropriate, teachers will also be able to describe the potential for coordination and integration of curriculum topics and skills. The suitability of instructional outcomes for a diverse group of students is best observed during a classroom visit.</i></p>			

**DOMAIN 1: PLANNING AND PREPARATION**  
Component 1d: Demonstrating Knowledge of Resources

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
DEMONSTRATION	<i>Teachers demonstrate their knowledge of resources through their ability to articulate how they have planned a unit or a lesson to incorporate the best of what the school, district, and community have to offer. Their knowledge is also evident in how they can describe a potential lesson or unit, or how they plan to address a student's instructional or noninstructional needs.</i>			

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1e: Designing Coherent Instruction

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
DEMONSTRATION	<i>Long-range planning for coherent instruction is demonstrated by a unit plan encompassing several weeks. That time span enables teachers to demonstrate their skill in organizing and sequencing learning activities that engage students, in using a variety of materials and groups appropriately, and in allocating reasonable time. In addition, when teachers design instruction for individual lessons, all the characteristics of long-range planning—purposeful activities, appropriate materials and student groups, and a coherent structure—are displayed, albeit on a smaller scale.</i>			

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1f: Designing Student Assessments

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.
DEMONSTRATION	<p><i>Teachers demonstrate their skill in designing student assessment through the plans they create. With respect to assessment of learning, a unit plan should include the method to be used to assess student understanding, including, if appropriate, a scoring guide or rubric for evaluating student responses. When teachers also include assessment for learning in their plan, then the details of such assessments should be part of the plan. In addition, teachers should be able to explain how they intend to use assessment of learning in their instruction, and how they plan to include students in assessment activities.</i></p>			

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2a: Creating an Environment of Respect and Rapport

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
DEMONSTRATION	<i>Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. Occasionally, interaction with a student, or student interactions with one another, may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class.</i>			

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2b: Establishing a Culture for Learning

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
DEMONSTRATION	<p><i>Evidence of a culture for learning is found primarily in the classroom itself, where it's evident from the look of the room (which may display student work), the nature of the interactions, and the tone of the conversations. The teachers' instructional outcomes and activities, as described in their planning documents, also demonstrate high expectations of all students for learning. Conversations with students reveal that they value learning and hard work.</i></p>			

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2c: Managing Classroom Procedures

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
DEMONSTRATION	<i>Evidence for how teachers manage classroom procedures is obtained through classroom observation. If asked, students would be able to describe the classroom procedures. In addition, teachers can explain their procedures, how they have been developed, and how students were involved in their creation and maintenance.</i>			

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2d: Managing Student Behavior

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
DEMONSTRATION	<i>A teacher's skill in managing student behavior can only be observed in the classroom. Standards of conduct, however, must frequently be inferred, because in a smoothly running classroom an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently. Although most teachers can articulate their approach to standards of conduct, implementation is critical. In a well-managed classroom, students themselves will be able to explain the agreed-upon standards of conduct.</i>			

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2e: Organizing Physical Space

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
DEMONSTRATION	<i>Teachers' use of the physical environment can be observed or illustrated on a sketch of the classroom. Teachers may be able to explain how they enhance the physical environment and use it as a resource for learning, but implementation is essential.</i>			

### DOMAIN 3: INSTRUCTION

#### Component 3a: Communicating with Students

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
DEMONSTRATION	<i>Teachers demonstrate the clarity and accuracy of their communication primarily through classroom performance. The evidence is not, of course, whether an explanation, for example, is clear to an observer; it must be clear to the students. Watching the students' reactions provides the best indication of whether that goal has been achieved.</i>			

### DOMAIN 3: INSTRUCTION

#### Component 3b: Using Questioning and Discussion Techniques

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
DEMONSTRATION	<i>Teachers demonstrate their skill in questioning and discussion techniques almost exclusively in classroom observation. The initial questions used to frame a discussion should be planned in advance, however, and will be part of planning documents.</i>			

### DOMAIN 3: INSTRUCTION

#### Component 3c: Engaging Students in Learning

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
DEMONSTRATION	<i>Teachers demonstrate their skill in engaging students in learning through their conduct of lessons, which may be observed live or via videotape. In addition, the degree of student engagement is revealed through the analysis of student work in response to a well-designed assignment.</i>			

### DOMAIN 3: INSTRUCTION

#### Component 3d: Using Assessment in Instruction

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
DEMONSTRATION	<p><i>A teacher's use of assessment in instruction is sometimes evident during a classroom observation, depending on the activities planned for a lesson. Moreover, in discussing a lesson, teachers will be able to explain the point at which they knew that a student was confused, and how they responded. Feedback may be demonstrated through samples of student work with teacher or peer comments. The timeliness of feedback and student use of feedback to engage in further learning can also be revealed through student responses to a questionnaire, particularly at the secondary level.</i></p>			

DOMAIN 3: INSTRUCTION				
Component 3e: Demonstrating Flexibility and Responsiveness				
Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
DEMONSTRATION	<i>Flexibility and responsiveness can be observed when they occur in a classroom. In addition, a teacher may describe such an event when discussing a lesson after the event. Of course, in many lessons, no such opportunities arise. Their absence is not necessarily a sign of rigidity; rather, it may simply reflect either successful planning or a lack of opportunity.</i>			

DOMAIN 3: INSTRUCTION				
Component 4a: Reflecting on Teaching				
Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
DEMONSTRATION	<i>Teachers demonstrate their skill in reflection through professional conversation with colleagues. In some situations, a written reflection may encourage more thoughtful results.</i>			

### DOMAIN 3: INSTRUCTION

#### Component 4c: Communicating with Families

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.
DEMONSTRATION	<i>Teachers can demonstrate their communication with families in many ways, such as by keeping copies of such things as class newsletters, handouts for back-to-school night, or descriptions of a new program. This collection could include guidelines for parents on how to review a child's portfolio or how to encourage responsible completion of homework. In addition, the teacher might maintain a log of phone and personal contacts with families.</i>			

### DOMAIN 3: INSTRUCTION

#### Component 4d: Participating in a Professional Community

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
DEMONSTRATION	<i>Teachers demonstrate their participation in the professional community through their actions. Some teachers maintain a record of their involvement, and the contributions they have made, in the form of a log.</i>			

### DOMAIN 3: INSTRUCTION

#### Component 4e: Growing and Developing Professionally

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.
DEMONSTRATION	<p><i>Teachers demonstrate their commitment to ongoing professional learning through the activities they undertake. These may be recorded on a log. The benefit of keeping such a record is that it invites teachers to reflect on how they have used the new knowledge in their teaching. Such a log can, and should, include informal as well as formal activities—for example, observing colleagues or participating in a project with a professor at a local university.</i></p>			

### DOMAIN 3: INSTRUCTION

#### Component 4f: Showing Professionalism

Element	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
DEMONSTRATION	<i>Teachers display their professional ethics in daily interactions with students and colleagues.</i>			

# Addendum 2: Chapter 235. Code of Professional Practice And Conduct for Education

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## Section 1. 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 profession.

## Section 2. Introduction

(a) 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 (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. 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. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

## Section 3. 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 programs 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 to 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.

## Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(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. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(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, disabling condition or vocational interest. This list of bases or 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. Their verbal and written communications 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.

## Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

## Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

## Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

## Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional.

This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

## Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

## Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

## Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

## Addendum 3: Charter School Professional Development Action Step Worksheet: Mentor Training

CS Goal #	1	Associated Strategies	6
Title	Mentor Training		
Description	New mentors will gain the knowledge and skills required to provide instructional, professional, and personal support to inductees.		
Start	May, 2014	End	June 2014
Person(s) Responsible	Director of Staff Development and Certification/Induction Committee		
Hours Per Session	4	# of Sessions	2
# of Participants			20
Provider	PA Cyber	PDE Approved	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provider Type	<input checked="" type="checkbox"/> School Entity	<input type="checkbox"/> College or University	<input type="checkbox"/> Non-profit Organization
	<input type="checkbox"/> IU	<input type="checkbox"/> Association	<input type="checkbox"/> For Profit Company
	<input type="checkbox"/> Individual	<input type="checkbox"/> Other:	
Research & Best Practices Base	<ul style="list-style-type: none"> <li>• PA Framework for Teaching – Educator Effectiveness</li> <li>• PVAAS</li> <li>• Webb’s Depth of Knowledge</li> <li>• SAS - Student Learning Objectives</li> <li>• PA Core Standards as adapted from Common Core</li> <li>• Learning Forward’s Standard’s for Professional Learning</li> </ul>		

Knowledge Gain	<ol style="list-style-type: none"> <li>1. Model continuous learning and reflection</li> <li>2. Aware of PA Cyber policies, procedures and resources</li> <li>3. Utilize the SAS framework, along with student performance data (PVAAS), to improve student achievement and enhance instructional practices</li> <li>4. Understand levels of Webb's Depth of Knowledge</li> <li>5. Familiar with PA Core Standards</li> <li>6. Develop good assessments that are based on standards and eligible content</li> <li>7. Utilize Curriculum Framework to identify Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary</li> <li>8. Ability to write Student Learning Objectives in accordance with Act 82 of 2012</li> <li>9. Define four domains of PA Teacher Framework (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility)</li> <li>10. Identify learning progressions and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12</li> <li>11. Promote active student engagement in a safe and positive learning environment</li> </ol>							
For classroom teachers, school counselors and education specialists  (Check all that apply)	X	Enhances the educator's content knowledge in the area of the educator's certification or assignment.						
	X	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.						
	X	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.						
		Empowers educators to work effectively with parents and community partners.						
For Charter School administrators, and other educators seeking leadership roles  (Check all that apply)	X	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.						
	X	Provides leaders with the ability to access and use appropriate data to inform decision-making.						
	X	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.						
	X	Instructs the leader in managing resources for effective results.						
Training Format		Charter School Whole Group Presentation				Series of Workshops		
		School Whole Group Presentation			X	Live Webinar		
	X	Department Focused Presentation				Podcast		
		Online-Synchronous			X	Online-Asynchronous		
Participant Roles	X	Classroom teachers				Principals / Asst. Principals		
		CAOs/Directors				School counselors		
		Other educational specialists				Classified Personnel		
Grade Levels	X	EEL	X	EEL	X	MS	X	HS
Follow-up Activities  (Check all that apply)	X	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers						
	X	Analysis of student work, with administrator and/or peers						
	X	Creating lessons to meet varied student learning styles						
	X	Peer-to-peer lesson discussion						
	X	Lesson modeling with mentoring						
	X	Journaling and reflecting						
		Other:						

Evaluation Methods  (Check all that apply)	X	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	X	Student PSSA data
	X	Standardized student assessment data other than the PSSA
	X	Classroom student assessment data
	X	Participant survey
	X	Review of participant lesson plans
	X	Review of written reports summarizing instructional activity
	X	Portfolio
		Other:

## Addendum 4: Charter School Professional Development Action Step Worksheet: New Teacher Orientation

CS Goal #	1	Associated Strategies	6
Title	New Teacher Orientation		
Description	New Teacher Orientation Program is designed to provide each inductee with a general orientation to PA Cyber and to increase his or her knowledge of the school's systems and improve teaching skills.		
Start	July 2015	End	June 2014
		Person(s) Responsible	Director of Staff Development and Certification/Induction Committee
Hours Per Session	8	# of Sessions	2
		# of Participants	20
Provider	PA Cyber	PDE Approved	X
		Yes	
		No	
Provider Type	X	School Entity	
		IU	
		Individual	
		College or University	
		Association	
		Other:	
Research & Best Practices Base	<ul style="list-style-type: none"> <li>• PA Framework for Teaching – Educator Effectiveness</li> <li>• 2014-2015 School Calendar</li> <li>• 2014-2015 Salary and Benefits</li> <li>• PA Public School Code/PA Cyber Employee Handbook</li> <li>• 2014-2015 Course Catalog</li> <li>• HIPPA/FERPA</li> <li>• Act 48 Professional Development Framework</li> <li>• Sharepoint</li> <li>• Student Exceptionalities and Referrals</li> <li>• PA Code of Professional Conduct</li> <li>• PVAAS</li> <li>• Webb's Depth of Knowledge</li> <li>• SAS - Student Learning Objectives</li> <li>• PA Core Standards as adapted from Common Core</li> <li>• Learning Forward's Standard's for Professional Learning</li> </ul>		

Knowledge Gain	<ol style="list-style-type: none"> <li>1. Familiarity of PA Cyber policies and procedures and integration into the social system of the school and community.</li> <li>2. Acquire technological skills associated with the school's student information system and learning management system.</li> <li>3. Ability to analyze and reflect on their teaching with mentoring from veteran teachers.</li> <li>4. Cultivation of professional knowledge and skills.</li> <li>5. Utilize resources to cope with the instructional, professional and personal challenges of a new teacher.</li> <li>6. Develop a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues.</li> </ol>							
For classroom teachers, school counselors and education specialists  (Check all that apply)	X	Enhances the educator's content knowledge in the area of the educator's certification or assignment.						
	X	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.						
	X	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.						
		Empowers educators to work effectively with parents and community partners.						
For Charter School administrators, and other educators seeking leadership roles  (Check all that apply)	X	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.						
	X	Provides leaders with the ability to access and use appropriate data to inform decision-making.						
	X	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.						
	X	Instructs the leader in managing resources for effective results.						
Training Format		Charter School Whole Group Presentation				Series of Workshops		
		School Whole Group Presentation			X	Live Webinar		
	X	Department Focused Presentation				Podcast		
		Online-Synchronous			X	Online-Asynchronous		
Participant Roles	X	Classroom teachers				Principals / Asst. Principals		
		CAOs/Directors				School counselors		
		Other educational specialists				Classified Personnel		
Grade Levels	X	EEL	X	EEL	X	MS	X	HS
Follow-up Activities  (Check all that apply)	X	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers						
	X	Analysis of student work, with administrator and/or peers						
	X	Creating lessons to meet varied student learning styles						
	X	Peer-to-peer lesson discussion						
	X	Lesson modeling with mentoring						
	X	Journaling and reflecting						
		Other:						

Evaluation Methods  (Check all that apply)	X	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	X	Student PSSA data
	X	Standardized student assessment data other than the PSSA
	X	Classroom student assessment data
	X	Participant survey
	X	Review of participant lesson plans
	X	Review of written reports summarizing instructional activity
	X	Portfolio
		Other:

## Addendum 5: Needs Assessment for Inductees - Teachers

### Needs Assessment for Teacher Inductees

\*\*\*MUST BE COMPLETED BY FIRST DAY OF SCHOOL (SEPTEMBER 2ND)\*\*\*

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning
1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures
1d: Demonstrating Knowledge of Resources	2d: Managing Student Behaviors
1e: Designing Coherent Instruction	2e: Organizing Physical Space
1f: Designing Student Assessments	
Domain 3: Instruction	Domain 4: Professional Responsibilities
3a: Communicating with Students	4a: Reflecting on Teaching
3b: Using Questioning and Discussion	4b: Maintaining Accurate Records Techniques
3c: Engaging Students in Learning	4c: Communicating with Families
3d: Using Assessment in Instruction	4d: Participating in a Professional Community
3e: Demonstrating Flexibility and Responsiveness	4e: Growing & Developing Professionally
	4f: Showing Professionalism

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

## Addendum 6: Needs Assessment for Inductees –Guidance

### Needs Assessment for Counselor Inductees

\*\*\*MUST BE COMPLETED BY FIRST DAY OF SCHOOL (SEPTEMBER 2ND)\*\*\*

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

<b>Domain 1: Planning and Preparation</b>
1a: Demonstrating Knowledge of Counseling Theory and Techniques
1b: Demonstrating Knowledge of Child and Adolescent Development
1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District
1e: Planning the Counseling Program, Integrated with the Regular School Program, and Including Developmental Guidance, Intervention, and Responsive Services. This Involves Individual and Small-Group Sessions, In-Class Activities, and Includes Crisis Prevention, Intervention, and Response
1f: Developing a Plan to Evaluate the Counseling Program
<b>Domain 2: The Environment (Office/Small Group)</b>
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Productive Communication
2c: Managing Routines and Procedures
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School
2e: Organizing Physical Space
<b>Domain 3: Delivery of Service</b>
3a: Assessing Student Needs
3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs
3c: Using Counseling Techniques in Individual and Classroom Programs
3d: Brokering Resources to Meet Needs
3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Practice
4b: Maintaining Records and Submitting them in a Timely Fashion
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Engaging in Professional Development
4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

# Addendum 7: Needs Assessment for Inductees –Nurse

## Needs Assessment for School Nurse Inductees

\*\*\*MUST BE COMPLETED BY FIRST DAY OF SCHOOL (SEPTEMBER 2ND)\*\*\*

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

<b>Domain 1: Planning and Preparation</b>
1a: Demonstrating Medical Knowledge and Skill in Nursing Techniques
1b: Demonstrating Knowledge of Child and Adolescent Development
1c: Establishing Goals for the Nursing Program Appropriate to the Setting and the Students Served
1d: Demonstrating Knowledge of Government, Community, and District Regulations and Resources
1e: Planning the Nursing Program for both Individuals and Groups of Students, Integrated with the Regular School Program
1f: Developing a Plan to Evaluate the Nursing Program
<b>Domain 2: The Environment (office/small group)</b>
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Health and Wellness
2c: Following Health Protocols and Procedures
2d: Supervising Health Associates
2e: Organizing Physical Space
<b>Domain 3: Delivery of Service</b>
3a: Assessing Student Needs
3b: Administering Medications to Students
3c: Promoting Wellness through Classes or Classroom Presentations
3d: Managing Emergency Situations
3e: Demonstrating Flexibility and Responsiveness
3f: Collaborating with Teachers to Develop Specialized Educational Programs and Services for Students with Diverse Medical Needs
<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Practice
4b: Maintaining Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Engaging in Professional Development
4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

## Addendum 8: Needs Assessment for Inductees - Psychologist

### Needs Assessment for School Psychologist

\*\*\*MUST BE COMPLETED BY FIRST DAY OF SCHOOL (SEPTEMBER 2ND) \*\*\*

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

<b>Domain 1: Planning and Preparation</b>
1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students
1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology
1c: Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District
1e: Planning the Psychology Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students and Including Prevention
1f: Developing a Plan to Evaluate the Psychology Program
<b>Domain 2: The Environment</b>
2a: Establishing Rapport with Students. This Includes Using Interpersonal Skills such as Empathy to Establish Trust and Reduce Anxiety
2b: Establishing a Culture for Positive Mental Health throughout the School
2c: Establishing and Maintaining Clear Procedures for Referrals
2d: Establishing Standards of Conduct in the Testing Center
2e: Organizing Physical Space for Testing of Students and Storage of Materials
<b>Domain 3: Delivery of Service</b>
3a: Responding to Referrals; Consulting with Teachers and Administrators
3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines
3c: Chairing Evaluation Team
3d: Planning Interventions to Maximize Students' Likelihood of Success
3e: Maintaining Contact with Physicians and Community Mental Health Service Providers
3f: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Practice
4b: Communicating with Families. This is Accomplished, for example, by Establishing Rapport and Securing Permissions
4c: Maintaining Accurate Records
4d: Participating in a Professional Community. This Includes Providing In-service Training when Appropriate
4e: Engaging in Professional Development
4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

## Addendum 9: Induction Discussions Checklist for Mentor Teachers

### Checklist of Induction Discussions for Mentors

(Submit at the end of the school year with Professional Portfolio)

Mentor: \_\_\_\_\_ Inductee: \_\_\_\_\_ School Year \_\_\_\_\_

Based on the Needs Assessment Form provided by the inductee, please identify on the lines below which month you discussed that particular topic with the inductee during your monthly meetings.

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning
1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures
1d: Demonstrating Knowledge of Resources	2d: Managing Student Behaviors
1e: Designing Coherent Instruction	2e: Organizing Physical Space
1f: Designing Student Assessments	
Domain 3: Instruction	Domain 4: Professional Responsibilities
3a: Communicating with Students	4a: Reflecting on Teaching
3b: Using Questioning and Discussion	4b: Maintaining Accurate Records Techniques
3c: Engaging Students in Learning	4c: Communicating with Families
3d: Using Assessment in Instruction	4d: Participating in a Professional Community
3e: Demonstrating Flexibility and Responsiveness	4e: Growing & Developing Professionally
	4f: Showing Professionalism

Please list below any other topics unrelated to one of the four above domains that were discussed during the school year with the inductee:

Mentor Signature: \_\_\_\_\_

## Addendum 10: Induction Discussions Checklist for Mentor Counselors

### Checklist of Induction Discussions for Mentors

(Submit at the end of the school year with Professional Portfolio)

Mentor: \_\_\_\_\_ Inductee: \_\_\_\_\_ School Year \_\_\_\_\_

Based on the Needs Assessment Form provided by the school counselor inductee, please identify on the lines below which month you discussed that particular topic with the inductee during your monthly meetings.

Domain 1: Planning and Preparation
1a: Demonstrating Knowledge of Counseling Theory and Techniques
1b: Demonstrating Knowledge of Child and Adolescent Development
1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District

1e: Planning the Counseling Program, Integrated with the Regular School Program, and Including Developmental Guidance, Intervention, and Responsive Services. This Involves Individual and Small-Group Sessions, In-Class Activities, and Includes Crisis Prevention, Intervention, and Response
1f: Developing a Plan to Evaluate the Counseling Program
<b>Domain 2: The Environment (Office/Small Group)</b>
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Productive Communication
2c: Managing Routines and Procedures
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School
2e: Organizing Physical Space
<b>Domain 3: Delivery of Service</b>
3a: Assessing Student Needs
3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs
3c: Using Counseling Techniques in Individual and Classroom Programs
3d: Brokering Resources to Meet Needs
3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Practice
4b: Maintaining Records and Submitting them in a Timely Fashion
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Engaging in Professional Development
4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Please list below any other topics unrelated to one of the four above domains that were discussed during the school year with the inductee:

Mentor Signature: \_\_\_\_\_

## Addendum 11: Induction Discussions Checklist for Mentor Nurses

### Checklist of Induction Discussions for Mentors

(Submit at the end of the school year with Professional Portfolio)

Mentor: \_\_\_\_\_ Inductee: \_\_\_\_\_ School Year \_\_\_\_\_

Based on the Needs Assessment Form provided by the School Nurse inductee, please identify on the lines below which month you discussed that particular topic with the inductee during your monthly meetings.

<b>Domain 1: Planning and Preparation</b>
1a: Demonstrating Medical Knowledge and Skill in Nursing Techniques
1b: Demonstrating Knowledge of Child and Adolescent Development
1c: Establishing Goals for the Nursing Program Appropriate to the Setting and the Students Served
1d: Demonstrating Knowledge of Government, Community, and District Regulations and Resources
1e: Planning the Nursing Program for Both Individuals and Groups of Students, Integrated with the Regular School Program
1f: Developing a Plan to Evaluate the Nursing Program

<b>Domain 2: The Environment (office/small group)</b>
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Health and Wellness
2c: Following Health Protocols and Procedures
2d: Supervising Health Associates
2e: Organizing Physical Space
<b>Domain 3: Delivery of Service</b>
3a: Assessing Student Needs
3b: Administering Medications to Students
3c: Promoting Wellness through Classes or Classroom Presentations
3d: Managing Emergency Situations
3e: Demonstrating Flexibility and Responsiveness
3f: Collaborating with Teachers to Develop Specialized Educational Programs and Services for Students with Diverse Medical Needs
<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Practice
4b: Maintaining Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Engaging in Professional Development
4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Please list below any other topics unrelated to one of the four above domains that were discussed during the school year with the inductee:

Mentor Signature: \_\_\_\_\_

## Addendum 12: Induction Discussions Checklist for Mentor Psychologist

### Checklist of Induction Discussions for Mentors

(Submit at the end of the school year with Professional Portfolio)

Mentor: \_\_\_\_\_ Inductee: \_\_\_\_\_ School Year \_\_\_\_\_

Based on the Needs Assessment Form provided by the School Psychologist inductee, please identify on the lines below which month you discussed that particular topic with the inductee during your monthly meetings.

<b>Domain 1: Planning and Preparation</b>
1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students
1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology
1c: Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District
1e: Planning the Psychology Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students and Including Prevention
1f: Developing a Plan to Evaluate the Psychology Program

<b>Domain 2: The Environment</b>
2a: Establishing Rapport with Students. This Includes Using Interpersonal Skills such as Empathy to Establish Trust and Reduce Anxiety
2b: Establishing a Culture for Positive Mental Health throughout the School
2c: Establishing and Maintaining Clear Procedures for Referrals
2d: Establishing Standards of Conduct in the Testing Center
2e: Organizing Physical Space for Testing of Students and Storage of Materials
<b>Domain 3: Delivery of Service</b>
3a: Responding to Referrals; Consulting with Teachers and Administrators
3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines
3c: Chairing Evaluation Team
3d: Planning Interventions to Maximize Students' Likelihood of Success
3e: Maintaining Contact with Physicians and Community Mental Health Service Providers
3f: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Practice
4b: Communicating with Families. This is Accomplished, for example, by Establishing Rapport and Securing Permissions
4c: Maintaining Accurate Records
4d: Participating in a Professional Community. This Includes Providing In-service Training when Appropriate
4e: Engaging in Professional Development
4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Please list below any other topics unrelated to one of the four above domains that were discussed during the school year with the inductee:

Mentor Signature: \_\_\_\_\_

## Addendum 13: Monthly Induction Report - Teacher

### Monthly Teacher Induction Report

"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: Classroom Environment</b>	<b>Domain 3: Instruction</b>	<b>Domain 4: Professional Responsibilities</b>
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport	3a: Communicating with Students	4a: Reflecting on Teaching
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning	3b: Using Questioning and Discussion	4b: Maintaining Accurate Records Techniques
1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures	3c: Engaging Students in Learning	4c: Communicating with Families
1d: Demonstrating Knowledge of Resources	2d: Managing Student Behaviors	3d: Using Assessment in Instruction	4d: Participating in a Professional Community
1e: Designing Coherent Instruction	2e: Organizing Physical Space	3e: Demonstrating Flexibility and Responsiveness	4e: Growing & Developing Professionally
1f: Designing Student Assessments			4f: Showing Professionalism

Reflection:

Action(s) Planned:

Mentor Signature: \_\_\_\_\_

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

## Addendum 14: Monthly Induction Report – Counselor

### Monthly School Counselor Induction Report

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) that is being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

Domain 1: Planning and Preparation	Domain 2: The Environment (Office/Small Group)	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
1a: Demonstrating Knowledge of Counseling Theory and Techniques 1b: Demonstrating Knowledge of Child and Adolescent Development 1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served 1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District 1e: Planning the Counseling Program, Integrated with the Regular School Program, and Including Developmental Guidance, Intervention, and Responsive Services. 1f: Developing a Plan to Evaluate the Counseling Program	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Productive Communication 2c: Managing Routines and Procedures 2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School 2e: Organizing Physical Space	3a: Assessing Student Needs 3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs 3c: Using Counseling Techniques in Individual and Classroom Programs 3d: Brokering Resources to Meet Needs 3e: Demonstrating Flexibility and Responsiveness	4a: Reflecting on Practice 4b: Maintaining Records and Submitting them in a Timely Fashion 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Engaging in Professional Development 4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Reflection:

Action(s) Planned:

Mentor Signature: \_\_\_\_\_

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

## Addendum 15: Monthly Induction Report – Nurse

### Monthly School Nurse Induction Report

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) that is being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment (office/small group)</b>	<b>Domain 3: Delivery of Service</b>	<b>Domain 4: Professional Responsibilities</b>
1a: Demonstrating Medical Knowledge and Skill in Nursing Techniques 1b: Demonstrating Knowledge of Child and Adolescent Development 1c: Establishing Goals for the Nursing Program Appropriate to the Setting and the Students Served 1d: Demonstrating Knowledge of Government, Community, and District Regulations and Resources 1e: Planning the Nursing Program for Both Individuals and Groups of Students, Integrated with the Regular School Program 1f: Developing a Plan to Evaluate the Nursing Program	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Health and Wellness 2c: Following Health Protocols and Procedures 2d: Supervising Health Associates 2e: Organizing Physical Space	3a: Assessing Student Needs 3b: Administering Medications to Students 3c: Promoting Wellness through Classes or Classroom Presentations 3d: Managing Emergency Situations 3e: Demonstrating Flexibility and Responsiveness 3f: Collaborating with Teachers to Develop Specialized Educational Programs and Services for Students with Diverse Medical Needs	4a: Reflecting on Practice 4b: Maintaining Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Engaging in Professional Development 4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Reflection:

Action(s) Planned:

Mentor Signature: \_\_\_\_\_

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

## Addendum 16: Monthly Induction Report – Psychologist

### Monthly School Psychologist Induction Report

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) that is being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment</b>	<b>Domain 3: Delivery of Service</b>	<b>Domain 4: Professional Responsibilities</b>
1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students 1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology 1c: Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served 1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District 1e: Planning the Psychology Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students and Including Prevention 1f: Developing a Plan to Evaluate the Psychology Program	2a: Establishing Rapport with Students. This Includes Using Interpersonal Skills such as Empathy to Establish Trust and Reduce Anxiety 2b: Establishing a Culture for Positive Mental Health throughout the School 2c: Establishing and Maintaining Clear Procedures for Referrals 2d: Establishing Standards of Conduct in the Testing Center 2e: Organizing Physical Space for Testing of Students and Storage of Materials	3a: Responding to Referrals; Consulting with Teachers and Administrators 3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines 3c: Chairing Evaluation Team 3d: Planning Interventions to Maximize Students’ Likelihood of Success 3e: Maintaining Contact with Physicians and Community Mental Health Service Providers 3f: Demonstrating Flexibility and Responsiveness	4a: Reflecting on Practice 4b: Communicating with Families. This is Accomplished, for example, by Establishing Rapport and Securing Permissions 4c: Maintaining Accurate Records 4d: Participating in a Professional Community. This Includes Providing In-service Training when Appropriate 4e: Engaging in Professional Development 4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality

Reflection:

Action(s) Planned:

Mentor Signature: \_\_\_\_\_

Inductee Signature: \_\_\_\_\_

\*\*\*PLEASE SUBMIT TO THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & TEACHER CERTIFICATION AT THE END OF EACH MONTH\*\*

## Addendum 17: Monthly Induction Report – Nurse

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Name: \_\_\_\_\_ Mentor: \_\_\_\_\_ Circle: SEPT. JAN.

Please circle the component(s) that is being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?	4. Did you depart from you plan? If so, how, and why?
2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?	5. Comment on different aspects of your instructional delivery e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?	6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

## Addendum 18: Suggested Topics for Monthly Administrative Work Sessions

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### Early Childhood, Elementary and Secondary Educators (including Special Education)

To receive Department approval, a school entity Professional Education plan must include strategies for all classroom teachers to enhance their content area knowledge and pedagogical skills, with particular attention to the needs of diverse learners who are below proficient or below grade-level.

#### Content Area

All early childhood, elementary and secondary educators will be expected to participate in content-specific professional development within their area of certification or assigned work over the course of the Professional Education Plan. All teachers certified in Special Education are encouraged to obtain at least half of their required hours for Act 48 in one or more academic content areas.

#### Examples of Acceptable Activities:

- Building knowledge of literacy, mathematics and science-specific content
- Building knowledge of specific content in other areas covered by the Pennsylvania academic standards, for teachers who are assigned to those areas
- Curriculum development aligned with Pennsylvania standards
- Data analysis training (all aspects of assessment and evaluation)

#### Teaching Practices

All early childhood, elementary and secondary educators will be expected to participate in professional development activities that advance high-quality classroom instruction over the course of the Professional Education Plan.

#### Examples of Acceptable Activities:

- Training in assessing students and analyzing student data to implement effective change in instruction
- Observing exemplary school and classroom practices and collaboratively designing instructional strategies based on analysis of the observed experience
- Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas

- Acquiring technology skills and designing strategies to integrate technology into the instructional setting
- Creating shared lessons that help students learn specific skills that assessments identify as weak or lacking
- Acquiring secondary strategies to increase student engagement and personalize learning
- Training in how to create safe and welcoming learning environments
- Improving understanding of the academic, social, emotional and physical needs of all learners.
- Developing knowledge and skills in how to involve families and other stakeholders in the educational process
- Training in dealing with non-academic issues that may affect learning (grief counseling, intervening in student-on-student harassment, etc.)
- School or district-wide planning (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness)

### **Meeting the Needs of Diverse Learners**

All teachers certified in early childhood, elementary or secondary education (including special education) should participate in continued education focused on enhancing their ability to teach diverse learners in inclusive settings – with a focus on students who are below proficient or below grade-level – i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn. An inclusive setting is the placement of students with disabilities and English language learners in a regular classroom setting.

## **School Counselors**

All elementary, middle and secondary school counselors will be expected to participate in content-specific professional development applicable to their assigned level of work over the course of the Professional Education Plan. This professional development should include studies to build capacity to address the needs of diverse learners who are below proficient or below grade-level – i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn.

### *Examples of Acceptable Activities:*

- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students
- Training that provides an understanding of the cultural context of relationships, issues and trends in a multicultural, diverse society
- Study of developmental disorders
- Training to disaggregate data in relation to student achievement
- Working with instructional teams to develop curriculum/lesson plans
- Training that builds capacity to collaborate with teams of teachers, school leadership and parents
- Design and implementation of a comprehensive, data-driven school counseling program
- Training in the facilitation and evaluation of advisory programs
- Training that deals with special needs like homelessness, adolescent depression, etc.
- Career development program: planning, organization, implementation, administration and evaluation
- School or district-wide planning and team planning activities (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness) with other professional employees, where those professional employees are receiving Act 48 credit

## **Educational Specialists, excluding School Counselors**

Educational specialists, other than school counselors, must participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve in order to increase the ability of students to succeed academically.

Content knowledge for education specialists may include training in how to reduce health problems and prevent health risk behaviors that delay student learning.

### *Examples of Acceptable Activities:*

- Identifying the health and social services needs and assets of students, families, schools and communities by using various types of data
- Training to acquire health risk reduction and prevention strategies

- Study of school-based health programs at state and national levels
- Student Assistance Program training
- Learning how to implement school-wide programs and classroom management strategies designed to improve student conduct
- Studies related to cross-organizational professional development on social and health services issues
- Prevention training on contemporary health issues affecting school age children
- Training for emergency preparedness: CPR/AED training and certification updates
- Professional education programs that grant Continuing Education Units (CEUs) for purpose of licensure
- School- or district-wide planning (strategic, professional development, induction, special education, gifted education, school improvement, technology and student support, wellness)

## Addendum 19: In-Service/Conference/Workshop Reflection

Employee Information									
Name					Date				
In-Service or Conference	<input type="checkbox"/> October	<input type="checkbox"/> November	<input type="checkbox"/> March	<input type="checkbox"/> Conference	Acad.	<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-8	<input type="checkbox"/> 9-12
If Conference, Provide Name									

1. To what extent did this in-service/conference/workshop meet your expectations?

2. What aspects of the in-service/conference/workshop were most useful to your job? Please explain and provide specific skills and/or knowledge.

3. What aspects of the in-service/conference/workshop did you find least useful? Please explain.

4. **For Conference Only:** Would you recommend this conference to a colleague? Why or Why Not?

## Addendum 20: End of Year Induction Reflection – Mentor

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The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

Employee Information				
Mentor Name				
Academy	<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-8	<input type="checkbox"/> 9-12
Grade/Subject Area				
Assigned Mentee				

1. How did this mentor role benefit your own teaching?
  
  
  
  
  
  
  
  
  
  
2. What, if any, obstacles were in the way of you being a more effective mentor?
  
  
  
  
  
  
  
  
  
  
3. What types of activities/suggestions would you like to suggest for future inductees?

Signature	Date

## Addendum 21: End of Year Induction Reflection – Mentee

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The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

Employee Information				
Name				
Academy	<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-8	<input type="checkbox"/> 9-12
Grade/Subject Area				
Assigned Mentee				

1. What was the most beneficial part of your induction program and why.

2. Were there any barriers that hindered your year of induction? If so, explain.

3. What types of activities would you like to suggest for future inductees?

Signature	Date

## Addendum 22: Induction Portfolio Cover Sheet

Employee Information													
Name:					Assigned Mentor:								
Academy:	<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-8	<input type="checkbox"/> 9-12	Grade/Subject Area:								
INDUCTION DOCUMENT					COMPLETION CHECKLIST/DATE								
Needs Assessment for Inductee					Completion Date:								
Induction Discussions Checklist for Mentors					SUBMIT WITH COMPLETED PORTFOLIO IN MAY/JUNE								
Membership to a Professional Education Organization					Name:								
Monthly Induction Reports (Received)					<input type="checkbox"/> Oct	<input type="checkbox"/> Nov	<input type="checkbox"/> Dec	<input type="checkbox"/> Feb	<input type="checkbox"/> Mar	<input type="checkbox"/> Apr	<input type="checkbox"/> May		
Inductee Lesson Reflection Report (Received)					<input type="checkbox"/> Sept			<input type="checkbox"/> Jan					
Monthly Administrative Work Sessions (Attendance)					<input type="checkbox"/> Sept	<input type="checkbox"/> Oct	<input type="checkbox"/> Nov	<input type="checkbox"/> Dec	<input type="checkbox"/> Jan	<input type="checkbox"/> Feb	<input type="checkbox"/> Mar	<input type="checkbox"/> Apr	<input type="checkbox"/> May
Fall 82-1 Evaluation & Supporting Documents (PA-ETEP)					Completion Date:								
Spring 82-1 Evaluation & Supporting Documents (PA-ETEP)					Completion Date:								
In-Service Reflection Reports (Received)					<input type="checkbox"/> Oct		<input type="checkbox"/> Nov		<input type="checkbox"/> Mar				
Professional Development Conference Reflection					SUBMIT WITH COMPLETED PORTFOLIO IN MAY/JUNE								
End of Year Induction Evaluation - Mentor					SUBMIT WITH COMPLETED PORTFOLIO IN MAY/JUNE								
End of Year Induction Evaluation - Mentee					SUBMIT WITH COMPLETED PORTFOLIO IN MAY/JUNE								

The above teacher has completed all of the requirements for induction with PA Cyber Charter School:

Signature	Position	Signature	Position
	Inductee		Mentor/ Teacher
	Principal		Induction Coordinator

## Addendum 23: Induction Certificate of Completion

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# PA CYBER 2014-2015 STUDENT CALENDAR

**1 School Closed**  
**2 School Closed**  
**3 School Closed**  
**4 Independence Day (School Closed)**  
**11 School Closed**  
**18 School Closed**  
**25 School Closed**

JULY 2014						
S	M	T	W	Th	F	S
		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 2015						
S	M	T	W	Th	F	S
				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

**1 New Year's Day (School Closed- No Virtual)**  
**2 Winter Break (School Closed- No Virtual)**  
**19 No Virtual Classes**  
**5-16 Benchmark Screening Window (Grade K-11)**  
**23 VC End of 1<sup>st</sup> Semester**

**1 School Closed**  
**8 School Closed**  
**15 School Closed**  
**18 Back to School Staff In-Service**  
**22 School Closed**  
**25 New Student Orientation**  
**26 Meet the Teacher Day**  
**27 Meet the Teacher Day**  
**28 New Student Orientation**

AUGUST 2014						
S	M	T	W	Th	F	S
					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						

FEBRUARY 2015						
S	M	T	W	Th	F	S
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

**1 Labor Day (School Closed-No Virtual)**  
**2 First Day of School**  
**2-16 Benchmark Screening Window (Grades K-11)**

SEPTEMBER 2014						
S	M	T	W	Th	F	S
	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				

MARCH 2015						
S	M	T	W	Th	F	S
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				

**4 VC Middle of 3<sup>rd</sup> Quarter**  
**16 Student Achievement & Assessment Staff In-Service (No Virtual)**  
**30 VC End of 3<sup>rd</sup> Quarter**

**9 VC Middle of 1<sup>st</sup> Quarter**  
**13 Staff In-Service (No Virtual)**

OCTOBER 2014						
S	M	T	W	Th	F	S
			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	

APRIL 2015						
S	M	T	W	Th	F	S
			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		

**2 Spring Break (School Closed- No Virtual)**  
**3 Spring Break (School Closed- No Virtual)**  
**6 Spring Break (School Closed- No Virtual)**  
**13-16 PSSA English Lang Arts & Math Grades 3-8**  
**PSSA Science Grades 4 & 8**

**4 VC End of 1<sup>st</sup> Quarter**  
**11 Staff In-Service (No Virtual)**  
**27 Thanksgiving Day (School Closed- No Virtual)**  
**28 Fall Break (School Closed- No Virtual)**

NOVEMBER 2014						
S	M	T	W	Th	F	S
						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						

MAY 2015						
S	M	T	W	Th	F	S
					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						

**12 VC Middle of 4<sup>th</sup> Quarter**  
**4-15 Benchmark Screening Window (Grade K-2)**  
**18-20 Keystone Exams (Literature, Algebra I, Biology)**  
**25 Memorial Day (School Closed- No Virtual)**

**1 Fall Break (School Closed-No Virtual)**  
**8-10 Keystone Exams (Literature, Algebra I, Biology)**  
**8 VC Middle of 2<sup>nd</sup> Quarter**  
**24 Winter Break (School Closed- No Virtual)**  
**25 Christmas Day (School Closed-No Virtual)**  
**26 Winter Break (School Closed- No Virtual)**  
**29 Winter Break (School Closed- No Virtual)**  
**30 Winter Break (School Closed- No Virtual)**  
**31 Winter Break (School Closed- No Virtual)**

DECEMBER 2014						
S	M	T	W	Th	F	S
	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			

JUNE 2015						
S	M	T	W	Th	F	S
	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				

**5 VC End of 2<sup>nd</sup> Semester Last Day of VC (Day180)**  
**6 Eastern Graduation**  
**10 Central Graduation**  
**13 Western Graduation**

## PA Cyber 2015-2016 School Calendar

August 2015						
Su	Mo	Tu	We	Th	Fr	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					

September 2015						
Su	Mo	Tu	We	Th	Fr	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			

October 2015						
Su	Mo	Tu	We	Th	Fr	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

November 2015						
Su	Mo	Tu	We	Th	Fr	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					

December 2015						
Su	Mo	Tu	We	Th	Fr	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 2016						
Su	Mo	Tu	We	Th	Fr	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						

February 2016						
Su	Mo	Tu	We	Th	Fr	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					

March 2016						
Su	Mo	Tu	We	Th	Fr	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		

April 2016						
Su	Mo	Tu	We	Th	Fr	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

May 2016						
Su	Mo	Tu	We	Th	Fr	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				

June 2016						
Su	Mo	Tu	We	Th	Fr	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		

July 2016						
Su	Mo	Tu	We	Th	Fr	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						

Aug 24-28, 2015	Student Orientation/Meet the Teacher Day	Jan 4-15, 2016	Benchmark Screening Window
Aug 31, 2015	First Day of School	Jan 18, 2016	<a href="#">No Classes for Students</a>
Aug 31-Sept 12, 2015	Benchmark Screening Window	Jan 21, 2016	End of 1st Semester
Sep 7, 2015	<a href="#">Labor Day School Closed</a>	Feb 15, 2016	<a href="#">Staff In-Service -No Classes for Students</a>
Oct 12, 2015	<a href="#">Staff In-Service -No Classes for Students</a>	Mar 24-28, 2016	<a href="#">Spring Break School Closed</a>
Nov 3, 2015	End of 1st Quarter	Mar 30, 2016	End of 3rd Quarter
Nov 11, 2015	<a href="#">Staff In-Service -No Classes for Students</a>	April 11-29, 2016	PSSA Testing Window (Tentative)
Nov 26-30 2015	<a href="#">Fall Break School Closed</a>	May 16-27, 2016	Keystone Exam Window Alg.1, Biology, Literature (Tentative)
Dec 2-16, 2015	Keystone Exam Window Alg.1, Biology, Literature (Tentative)	May 30, 2016	<a href="#">Memorial Day School Closed</a>
Dec 24-Jan 1, 2016	<a href="#">Winter Break School Closed</a>	June 2, 2016	End of 2nd Semester/Last Day of School - Day 180

Staff #	Name of Employee	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
	Abedalla, Razak W	4005 Arabic K-12 Pending Documentation: No Certification on File w/PDE	9-12	4005: Arabic	1520	100	0
	Allen (Lloyd), Jessica	8405: Biology 7-12	7-12	8405: Biology	1520	100	0
	Allen, Lucas A	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Altenhof (Palakovich), Lori	2810/2840: Elementary K-6/Early Childhood N-3	K-12	9900: Other (certificated personnel)	1680	100	0
	Altman, Jessica	2810/9226/1180: Elementary K-6/Special Education PK-8/Autism Endorsement PK-12	7	9225: Special Ed, Resource PreK-12	1680	100	0
	Alverson, Christopher	7205/2860: Music K-12/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Ames, J.Michael	3230: English 7-12	7-12	2850: Middle Level English, 7-9	1520	100	0
	Anastasio, Connie J	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Andrew, Courtney	4499/3230/2860: ESL K-12/English 7-12/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
	Andrie (Isenberg), Noelle	4420: German K-12	7-12	4420: German 7-12	1520	100	0
	Applegarth (Erickson), Jessica	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Arnold, Lisa	2860/9235: MidLevel Math 7-9/Mental and/or Physical Handicapped K-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Atkins (Ackerman), Emilee	2810: Elementary K-6	2	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
	Autieri, Jennifer	9225/3230: Special Education N-12/English 7-12	7-12	2850: Middle Level English, 7-9	1600	100	0
	Ayre, Charles J	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Babish, Jillian	2810/9225: Elementary K-6/Special Education N-12	K	2843: Kindergarten, age 5 (K5)	1680	100	0
	Baird, Ryan	8405: Biology 7-12	7-12	8405: Biology	1680	100	0

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	Baker, Kerry J	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Balko, Andrew	8470: Physics 7-12	10-12	Physics, 10-12	1680	100	0
	Barnes Jr, Thomas L	2860/8875: MidLevel Math 6-9/Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
	Barnes, Emily M	3230: English 7-12	7-9	2850: Middle Level English, 7-9	1680	100	0
	Barris, Jerald	9215/1115/2810/2850/2860/9225: Supervisor Special Education K-12/Principal PK-12/Elementary K-6/MidLevel English 6-9/MidLevel Math 6-9/Special Education PK-12	6-8	1111: Middle School Principal	1680	100	0
	Bathe, Jennifer	9235: Mental and/or Physical Handicapped K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Batting (Barber), Kathryn N	3230/5600/8875: English 7-12/Family Consumer Science K-12/Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
	Battisti, Kevin	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Battisti, Michelle	8405/8440: Biology 7-12/Earth-Space Science 7-12	7-12	8441: Earth and Space Science, Intermediate	1680	100	0
	Bechdel, Scott	3230/8875: English 7-12/Social Studies 7-12	10-12	3200: English/Communication, 10-12	1600	100	0
	Becker, Chris	2810/9225/19220: Elementary K-6/Special Education N-12/Mentally Retarded K-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Behr, Jennifer	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Bellville, Amanda	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0

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██████	Belonzi, Lacey S	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Besong, Shawn	8875: Social Studies 7-12	8	2870: Middle Level Social Studies, 7-9	1680	100	0
██████	Betzler (Dowiak), Casey	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
██████	Bevins, Justine	2810/9225: Elementary K-6/Special Education PK-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Bianco, Cary	2810/2840: Elementary K-6/Early Childhood N-3	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Biega, Cary	2810/9225: Elementary K-6/Special Education N-12	K	2843: Kindergarten, age 5 (K5)	1680	100	0
██████	Blanchard (Frasso), Nicole	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Blanker, Brian	2810/9225: Elementary K-6/Special Education N-12	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Blyth, Rebecca M	2810/9225/2860: Elementary K-6/Special Education N-12/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1600	100	0
██████	Booher, Carie	2810/2850: Elementary K-6/MidLevel English 7-9	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
██████	Boothby, Brian	2810: Elementary K-6	6-8	9900: Other (certificated personnel)	1680	100	0
██████	Borghini, Angela G	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Bovalino, Aaron E	1115/2810: Principal K-12/Elementary K-6		9900: Other (certificated personnel)	1680	100	0
██████	Bowers, Mary	2810: Elementary K-6	3	2844: Elementary, Primary Grades 1-3 1/	1680	100	0

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	Boyde Jr, David	2810/9225: Elementary K-6/Special Education N-12	7	9225: Special Ed, Resource PreK-12	1680	100	0
	Boyde, Julie	2810/2840: Elementary K-6/Early Childhood N-3	3	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Boyer (Hook), Kaitlynn M	2810/9225: Elementary K-6/Special Education N-12	8	9225: Special Ed, Resource PreK-12	1680	100	0
	Boyer, Sandra L.	7205: Music K-12	8-12	7202: Music, Secondary, 7-12	1520	100	0
	Bozza, Jennifer	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Branchetti, Anthony	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Braun, Michaela	2810/7650: Elementary K-6/Reading Specialist K-12	6	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Breaux, Edwin	2850/2880/2870/1603/6800: MidLevel English 7-9/MidLevel Science 7-9/MidLevel Citizenship 7-9/Business Computer Info Technology K-12/Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
	Brentzel, Kimberly A	8875: Social Studies 7-12	10-12	8842: Government, 10-12	1520	100	0
	Brown Jr, Albert	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Burket, Mandy R	2810: Elementary K-6	1	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Burkhead, Kathleen	2810/9225: Elementary K-6/Special Education N-12	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Butler, Erin	8470/8420/8450: Physics 7-12/Chemistry 7-12/General Science 7-12	10-12	8470: Physics, 10-12	1520	100	0
	Canavesi, Jordan Michelle	1115/2810: Principal K-12/Elementary K-6	2	2844: Elementary, Primary Grades 1-3 1/	1680	100	0

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	Carney, Kathleen	2810/9225: Elementary K-6/Special Education N-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Carr, Sarah M	6800: Math 7-12	10-12	6800: Mathematics, 10-12	1520	100	0
	Carver (Anderson), Amber N	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Cassell, James	8875: Social Studies 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Castelli, Carley	8405/2860: Biology 7-12/MidLevel Math 7-9	7-12	8405: Biology	1520	100	0
	Cattaneo, Jessica	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Charlton (Ekberg), Susan M	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
	Checkan, Amy	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Cheddar, Erin	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Cherok, Kinsey L	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Chevalier, Megan	2810/2860: Elementary K-6/MidLevel Math 7-9	7	2860: Middle Level Mathematics, 7-9	1680	100	0
	Chismar, Jessica	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Chrisman (Larson), Rebekah	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Chrisman, Bradley	6800: Math 7-12	7-12	6800: Mathematics, 10-12	1680	100	0
	Cilli (Wishner), Brittany A	2810/9225: Elementary K-6/Special Education N-12	3	9340: Special Ed, Elementary Subjects	1680	100	0

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██████	Cilli, Joel	3230: English 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Cipolla, Rachael	8405/8450: Biology 7-12/General Science 7-12	7-12	8450: General Science, Intermediate, 10-12, 2880: Middle Level Science, 7-9	1680	100	0
██████	Clites, Sarah	3230: English 7-12	10-12	3200: English/Communication, 10-12	1520	100	0
██████	Coble, Janine M	9225: Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Colavecchia, Brooke	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Collins, Kimberly	2810/2860/2880/9225: Elementary K-6/MidLevel Math 7-9/MidLevel Science 7-9/Special Education N-12	6-8	9900: Other (certificated personnel)	1680	100	0
██████	Conjeski (Learn), Whitney A.	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1520	100	0
██████	Conkle, Lori	9225: Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Cook (Karmazyn), Andrea	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Corman, Kelli	2810/1185: Elementary K-6/Masters Equivalency	2	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
██████	Corradi, Bobbi Jo	2810: Elementary K-6	3	2844: Elementary, Primary Grades 1-3 1/	1600	100	0
██████	Cowell, Brandon L	3230: English 7-12	10-12	3200: English/Communication, 10-12	1520	100	0
██████	Cox, William J	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0

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██████	Cragun, JoAnna	8405/8420/9205: Biology 7-12/Chemistry 7-12/Hearing Impaired N-12	10-12	8468: Physical Science, Intermediate, 10-12	1600	100	0
██████	Craig, Dennis	8875: Social Studies 7-12	7	2870: Middle Level Social Studies, 7-9	1520	100	0
██████	Craker, Dana M	1115/2810: Principal K-12/Elementary K-6		9900: Other (certificated personnel)	1680	100	0
██████	Crapis, Mary	2810: Elementary K-6		9900: Other (certificated personnel)	1680	100	0
██████	Creel, Kelly	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Crook, Ashley E	2810/9225: Elementary K-6/Special Education N-12	6	9340: Special Ed, Elementary Subjects	1680	100	0
██████	Cropper, Nichole	2825/9226: PK-4/Special Education PK-8	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Crow, Christine	8825/8865: Citizenship 7-12/Social Science 7-12	9-12	9900: Other (certificated personnel)	1680	100	0
██████	Cummings, Karen M	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Cunningham (Cabell), Laurie	3230: English 7-12	7	2850: Middle Level English, 7-9	1600	100	0
██████	Cunningham, Ronald A	8875: Social Studies 7-12	10-12	8842: Government, 10-12	1680	100	0
██████	Curry, Bridget	8405: Biology 7-12	7-12	8405: Biology	1600	100	0
██████	Cwynar, Nicole	2840: Early Childhood N-3	K-3	2844: Kindergarten, age 4 (K4), 2845: Kindergarten, age 5 (K5), 2844: Elementary, Primary Grades 1-3 1/	1680	100	0

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	D'Amico, Melissa	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
	D'Arcangelo, Peter (Jake)	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Darlington, Abraham	8405/8420/8440: Biology 7-12/Chemistry 7-12/Earth-Space Science 7-12	7-12	8441: Earth and Space Science, Intermediate	1680	100	0
	Davies (Fedeles), Mara	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Davis, Nicole	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1600	100	0
	Dean, Jill	8450/8420: Biology 7-12/Chemistry 7-12	7-12	8405: Biology	1680	100	0
	Deltondo, Rachael	2810/9225: Elementary K-6/Special Education N-12	K	2844: Kindergarten, age 4 (K4), 2845: Kindergarten, age 5 (K5)	1680	100	0
	DelTurco, Chelsea D	2810/9225/2860: Elementary K-6/Special Education N-12/MidLevel Math 7-9	9	9360: Special Ed, Middle Level Math, 7-9	1680	100	0
	Deluca, Alyssa	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Deluca, Daniel	3230/8875: English 7-12/Social Studies 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
	DeWitt, Justin	9225: Special Education N-12	6	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Dhayer, Brenda	2810/2840: Elementary K-6/Early Childhood N-3	6	2845: Elementary, Intermediate Grades 4-6 1/	1600	100	0
	DiDonato, Kristen	2810/2840/7650/4499: Elementary K-6/Early Childhood N-3/Reading Specialist K-12/ESL K-12	3	2844: Elementary, Primary Grades 1-3 1/	1680	100	0

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	Dinaples (Mihalic), Julie	3230: English 7-12	10-12	3200: English/Communication, 10-12	1520	100	0
	Dioguardi (Martin), Carla	9235/2850: Mental and/or Physical Handicapped K-12/MidLevel English 7-9	7-8	2850: Middle Level English, 7-9	1520	100	0
	Dioguardi, Christine	2810/2850: Elementary K-6/MidLevel English 7-9	7-8	2850: Middle Level English, 7-9	1520	100	0
	Docherty, Ian M	8875/3230/2860: Social Studies 7-12/English 7-12/MidLevel Math 7-9	K-2	9900: Other (certificated personnel)	1680	100	0
	Dodd, Lori A	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Doneluck, Cara	3230: English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
	Douglass, Lindsey	2860/8875/9225: MidLevel Math 6-9/Social Studies 7-12/Special Education PK-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Dunlap, Jonathan	8875: Social Studies 7-12	8	2870: Middle Level Social Studies, 7-9	1680	100	0
	Dunlap, Krystal	2810/9225/6800: Elementary K-6/Special Education N-12/Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Duran, Allison R	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
	Eimiller, James	8875: Social Studies 7-12	9-12	9900: Other (certificated personnel)	1680	100	0
	Ellis, Tyler R	2810/2880: Elementary K-6/MidLevel Science 7-9	7	2880: Middle Level Science, 7-9	1520	100	0
	Erickson, Loriann	1115/2810/9225: Principal K-12/Elementary K-6/Special Education N-12	K-5	1101: Assistant or Vice Elementary Principal	1680	100	0
	Esola, Lauren E	2810: Elementary K-6	5-6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0

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	Fath, Jenny	2810/2840/9225: Elementary K-6/Early Childhood N-3/Special Education N-12	1	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Fausti, Douglas	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1600	100	0
	Fauzey (Celli), Claire	1836/1837/2850/3200/2860/8875: Elementary Counselor K-6/Secondary Counselor 7-2/MidLevel English 7-9/Communications 7-12/MidLevel Math 7-9/Social Studies 7-12	7	2860: Middle Level Mathematics, 7-9	1520	100	0
	Fawcett, Patricia (Tricia)	2810/2850/2870/5600: Elementary K-6/MidLevel English 7-9/Citizenship 7-12/Family Consumer Science K-12	K-6	9900: Other (certificated personnel)	1680	100	0
	Feeny, Lauren M	8405: Biology 7-12	7-12	8405: Bilogy	1680	100	0
	Felbinger, Mark	2810/2870: Elementary K-6/MidLevel Citizenship 7-9	7	2870: Middle Level Social Studies, 7-9	1600	100	0
	Fennig, Christopher	8420: Chemistry 7-12	7-12	8420: Chemistry	1600	100	0
	Ferruchie, Laura	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Fetterman, Jessica	6800: Math 7-12	7-12	2860: Middle Level Mathematics, 7-9, 6800: Mathematics, 10-12	1680	100	0
	Fisher (Shank), Julie E	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Flaugh, Jennifer	8450/8405: General Science 7-12/Biology 7-12	7-12	8405: Bilogy	1520	100	0
	Flora (Malinowski), Brittny L.	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Ford, Thomas	2810/2850/9225: Elementary K-6/MidLevel English 6-9/Special Education PK-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Forney, Kendra M	1603/2880/8405: Business Computer Info Tech K-12/MidLevel Science 7-9/Biology 7-12	7	2880: Middle Level Science, 7-9	1600	100	0

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	Francis, Chad	1115/2810: Principal K-12/Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Francona, Melissa	2810/2860: Elementary K-6/MidLevel Math 7-9	7	2860: Middle Level Mathematics, 7-9	1520	100	0
	Frederick, Shannon	2810: Elemenatry K-6	3	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
	Friend, Megan	2810/2840: Elementary K-6/Early Childhood N-3	1	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Fritz Jr, Alan R	1150/1100/1105/3230: Superintendent K-12/Principal K-6/Principal 7-12/English 7-12		1805: Assistant to the Superintendent in Charge of Instruction	1680	100	0
	Fritz, Holly	8405/8450: Biology 7-12/General Science 7-12	9-12	9900: Other (certificated personnel)	1680	100	0
	Gaines, Barbara	2810/1825: Elementary K-6/Instructional Technology Specialist K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Gambatese, Vicki L	1836/1837: Elementary Counselor K-6/Secondary Counselor 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Garber, Jennifer	8405: Biology 7-12	7-12	8405: Bilogy	1680	100	0
	Gardner, Lindsay J	2810/9225/7650: Elementary K-6/Special Education N-12/Reading Specialist K-12	6-8	9900: Other (certificated personnel)	1680	100	0
	Garrison, Joseph H	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Gelzheiser, Benjamin	3230/8875: English 7-12/Social Studies 7-12	10-12	8875: Social Studies, 10-12	1600	100	0
	George, Samantha J	2810/2860/2880: Elementary K-6/MidLevel Math 7-9/MidLevel Science 7-9	7	2880: Middle Level Science, 7-9	1680	100	0
	Ghazanfari, Shawn	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0

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	Gianvito, Nicole M.	1115/3230/3200: Principal K-12/English 7-12/Communications 7-12		9900: Other (certificated personnel)	1680	100	0
	Gibson, Christine M	3230: English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
	Gilarski, Samantha A	1603/2850/2860: Business Computer Info Technology K-12/MidLevel English 7-9/MidLevel Math 7-9	8	2850: Middle Level English, 7-9	1680	100	0
	Giles, Michael	4820/8405/8420: Environmental Education K-12/Biology 7-12/Chemistry 7-12	7-12	8405: Bilogy	1520	100	0
	Gill, Nicole A	2810/7650: Elementary K-6/Reading Specialist K-12	K	2843: Kindergarten, age 5 (K5)	1680	100	0
	Girting, Suzanne	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Gorman, Edward	9225: Special Education N-12	6	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Gourley, Samantha	3100/3100: All Subjects 4-6/Math 7-8/All Subjects 4-6/Social Studies 7-8	7	2870: Middle Level Social Studies, 7-9	1680	100	0
	Grable, Kate S	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Graham, Lauren	1836/1837: School Counselor K-6/School Counselor 7-12	6-8	1837: Secondary School Counselor, 1836: Elementary School Counselor	1680	100	0
	Grandinetti, Marc	1115/8875/3200: Principal K-12/Social Studies 7-12/Communications 7-12	K-12	4817: Physical Education	1680	100	0
	Granito, Michael	6800: Math 7-12	9-12	9900: Other (certificated personnel)	1680	100	0

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██████	Granito, Nicole	2810: Elementary K-6		1810: Assistant to the Superintendent in Charge of Business Affairs	1680	100	0
██████	Grant, Jennifer	1658/1625/1610: Office Technologies 7-12/Data Processing 7-12/Accounting 7-12	9-12	9900: Other (certificated personnel)	1680	100	0
██████	Gratteri (Wilson), Emily	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Gray, Erica	2810/9225: Elementary K-6/Special Education N-12	9	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Guido, Jason	8875: Social Studies 7-12	10-12	8842: Government, 10-12	1680	100	0
██████	Gussett, Kristy M	2810/4490: Elementary K-6/Spanish K-12	5-6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Haas Jr, G William	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Hackman, Kathryn	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Hall, Allison	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Hammond, Chelsea L	6800: Math 7-12	10-12	6800: Mathematics, 10-12	1520	100	0
██████	Hammond, Kelly	7205: Music PK-12	9-12	9900: Other (certificated personnel)	1680	100	0
██████	Harouse, Morgan	8875/3230: Social Studies 7-12, English 7-12	7-9	2850: Middle Level English	1600	100	0
██████	Hartwick, Tracy	2810/2860: Elementary K-6/MidLevel Math 7-9	2	2844: Elementary, Primary Grades 1-3 1/	1520	100	0

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██████	Harvey, Matthew P	8440: Earth/Space Science 7-12	7-12	8441: Earth and Space Science, Intermediate	1520	100	0
██████	Haus, Beth A	2810/9225/3230: Elementary K-6/9225 Special Education N-12/English 7-12	8	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Hawthorne (Ford), Christine	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
██████	Hayes, Christina	2810: Elementary K-6	9-12	9900: Other (certificated personnel)	1680	100	0
██████	Helf, Kristin	2810/9225/3230: Elementary K-6/Special Education N-12/English 7-12	9	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Helfrich (Langston), Julianne F	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Hiles, Laurie	8420: Chemistry 7-12	8	2880: Middle Level Science, 7-9	1520	100	0
██████	Hills, Elizabeth	8440/8450: Earth/Space Science 7-12/General Science 7-12	8	2880: Middle Level Science, 7-9	1520	100	0
██████	Hinden, Nicole	2810/2850/2870/3230: Elementary K-6/MidLevel English 6-9/MidLevel Citizenship 6-9/English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
██████	Hinton, Stephanie	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1520	100	0
██████	Hipolit, Olivia	2880/4810/4820/6420/8405/8450: MidLevel Science 7-9/Health K-12/Environmental Education K-12/Library Science K-12/Biology 7-12/General Science 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
██████	Hissam, Michael R	3230: English 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Hoag (Novekosky), Adriana D	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0

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	Hockensmith, Emily	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Hockman, Ronald	1875: School Psychologist K-12	K-12	1875: School Psychologist	1680	100	0
	Hoffman, Karlee	3230: English 7-12	7-9	2850: Middle Level English, 7-9	1680	100	0
	Hogan (Bessell), Ashley R	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Hollinger, Katelyn	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Holman, Daniel J	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Holman, Richard	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1600	100	0
	Honeychuck, Melissa	3230: English 7-12	7-8	2850: Middle Level English, 7-9	1520	100	0
	Hoover, Amanda	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Hopkins, Kacy A	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Hosein, Maria	2810/2840: Elementary K-6/Early Childhood N-3	3	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Hostetler-Nguyen, Mary (Wen)	1836/1837: Elementary School Counselor K-6/Secondary School Counselor 7-12	6-8	1837: Secondary School Counselor, 1836: Elementary School Counselor	1680	100	0
	Houlihan, Daniel	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1520	100	0
	Hoyman, Ashlee M	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0

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	Hronas (Parker), Nina K	2810/7650/9235: Elementary K-6/Reading Specialist K-12/Mental-Physical Handicapped K-12	K-12	7606: Developmental Reading Elementary Classes PreK-6, 7607: Developmental Reading Secondary Classes, 7-12	1680	100	0
	Huber, Ryan M	4490: Spanish K-12	7-12	4490: Spanish, 7-12	1520	100	0
	Huckestein, Jeffrey	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Hudson, Anne E	2810/2870: Elementary K-6/MidLevel Citizenship 7-9	8	2870: Middle Level Social Studies, 7-9	1520	100	0
	Hunt, Emily	3230: English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
	Hurt (Tucker), Lakeshia T.	2810/7650: Elementary K-6/Reading Specialist K-12	K-12	7606: Developmental Reading Elementary Classes PreK-6, 7607: Developmental Reading Secondary Classes, 7-12	1680	100	0
	Iannessa, Gemma A	2810/2840/9225: Elementary K-6/Early Childhood K-3/Special Education N-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Iannessa, Maureen	2810: Elementary K-6	K-6	2844: Elementary, Primary Grades 1-3 1/, 2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Iannini, Mark	2810/9225: Elementary K-6/Special Education N-12	9-12	9900: Other (certificated personnel)	1680	100	0
	Ibarra, Brittany	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Ietto, Sharon J	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0

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	Imbriale, Susan	2810: Elementary K-6	2	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Inman Jr., Bradley R	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Ionadi (Branchetti), Lauren	2810/2860: Elementary K-6/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1600	100	0
	Iorio, Jonathan	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Jahn, Maryanne	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Jeffers (Brelloch), Nicole M	2810: Elementary K-6	3	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Jeffers, Craig M	2810: Elementary K-6	K-2	9900: Other (certificated personnel)	1680	100	0
	Jeffers, Kristin	2810/9225/3230/6800: Elementary K-6/Special Education N-12/English 7-12/Math 7-12	9	9225: Special Ed, Resource PreK-12	1680	100	0
	Johnson, Jennifer	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Jones, Dwight (Tony)	2810/9220: Elementary K-6/Mentally Retarded K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Jones, Kelly	3230: English 7-12	10-12	3200: English/Communication, 10-12	1520	100	0
	Kalsey, Katherine	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Kardell, Julie	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0

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	Kaupinis, Laura	2825/9226: PK-4/Special Education PK-8	8	9225: Special Ed, Resource PreK-12	1680	100	0
	Kelly, Danine	1115/8405/8450: Principal K-12/Biology 7-12/General Science 7-12	7-8	2880: Middle Level Science, 7-9	1520	100	0
	Kelly, Philip	3230/1837: English 7-12/Secondary School Counselor 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Kelly, Sara K.	2840: Early Childhood N-3	K-12	9900: Other (certificated personnel)	1680	100	0
	Kennedy, Kimberly A	6800: Math 7-12	7-12	2860: Middle Level Mathematics, 7-9, 6800: Mathematics, 10-12	800	100	0
	Kent (Reppert), Jennifer	2810/2840: Elementary K-6/Early Childhood N-3	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Ketchum, Kirk	8875: Social Studies 7-12	10-12	8845: History, 10-12	1680	100	0
	Kissick, Leah	2810/9235: Elementary K-6/Mental and/or Physical Handicapped	K-12	9900: Other (certificated personnel)	1680	100	0
	Klemencic (Long), Rachel M	4410: French K-12	K-12	4410: French, 6-12	1520	100	0
	Knopsnider, William	8405: Biology 7-12	7-12	8405: Biology	1680	100	0
	Kohser, Melissa	2810/9225: Elementary K-6/Special Education N-12	K	2843: Kindergarten, age 5 (K5)	1680	100	0
	Korol, Casimir	2810/9225: Elementary K-6/Special Education N-12	7	9225: Special Ed, Resource PreK-12	1680	100	0
	Korol, Rachel	2810/9235: Elementary K-6/Mental and/or Physical Handicap K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Kosar, Brooke E	8405/8440/8450: Biology 7-12/Earth-Space Science 7-12/General Science 7-12	7-12	8441: Earth and Space Science, Intermediate	1680	100	0
	Kostyak (Acker), Lindsay	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0

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	Kotuby, Jamie	2810/9225: Elementary K-6/Special Education N-12	9	9225: Special Ed, Resource PreK-12	1680	100	0
	Kovacs (Zeleny), Kristin	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Kowalczyk, Kara	8405: Biology 7-12	7-12	8441: Earth and Space Science, Intermediate	1520	100	0
	Kozak, Roman	8875: Social Studies 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Kozimer, Patricia E	9215/3810/9225: Supervisor of Special Education K-12/Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Kozlina, Jade	2810/2840: Elementary K-6/Early Childhood N-3	K-12	9900: Other (certificated personnel)	1680	100	0
	Kuczma, Amanda	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Kushich, Kelly	2810/9225/1875: Elementary K-6/Special Education N-12/School Psychologist K-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	LaBabera, Daniel	8875: Social Studies 7-12	10-12	8845: History, 10-12	1600	100	0
	Laffey, Jacqueline M	2810/2850/7650/1185: Elementary K-6/MidLevel English 7-9/Reading Specialist K-12/Masters Equivalency K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Lake, Kaylee E	2810/9225: Elementary K-6/Special Education N-12	3	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
	Langer, Shannon	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1600	100	0

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██████	Lanious, Shawn	1115/2810/2870/2880/1603/2300: Principal K-12/Elementary K-6/MidLevel Citizenship 7-9/MidLevel Science 7-9/Business Computer Info K-12/Vocational Administrative Director 7-12	K-2	1100: Elementary Principal	1680	100	0
██████	Lee, Natasha	2810/3230: Elementary K-6/English 7-12	7	2850: Middle Level English, 7-9	1680	100	0
██████	Lees, Laura A	1603: Business Computer Info Technology K-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Leone (Peduzzi), Amanda	2810/9225/2850: Elementary K-6/Special Education N-12/MidLevel English 7-9	7	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
██████	Lessman (Maxwell), Eileen M	8450/8440/2860: General Science 7-12/Earth/Space Science 7-12/MidLevel Math 7-9	7-12	8441: Earth and Space Science, Intermediate	1520	100	0
██████	Lewis, Noah M	8875: Social Studies 7-12	7-8	2870: Middle Level Social Studies, 7-9	1520	100	0
██████	Lichtenwalner, Mary Elizabeth (Beth)	2860/3230/8405/8875: MidLevel Math7-9/English 7-12/Biology 7-12/Social Studies 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
██████	Light, Jesse	2810/2880/2870: Elementary K-6/MidLevel Science 7-9/MidLevel Citizenship 7-9	8	2880: Middle Level Science, 7-9	1680	100	0
██████	Liken, Robert	1603/8875: Business Computer Info K-12/Social Studies 7-12	7	2870: Middle Level Social Studies, 7-9	1680	100	0
██████	Lindner (Cicerchi), Lisa	2810/9225/2860: Elementary K-6/Special Education N-12/MidLevel Math 7-9	8	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Lindner, Justin	2810/2860: Elementary K-6/MidLevel Math 7-9	3-5	9900: Other (certificated personnel)	1680	100	0
██████	Lindner, Megan E	9215/1115/2810/9225: Supervisor of Special Education K-12/Principal K/12/Elementary K-6/Special Education N-12	K-12	9215: Supervisor, Special Education	1680	100	0

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	Liptak, Jennifer	1668/1603: Marketing/District Education Teacher Coordinator 7-12/Business Computer Info Technology K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	LoFaso, Carrie	3200/3230: Communications 7-12, English 7-12	7-12	2850: Middle Level English	1680	100	0
	Lolly, Dana	1603: Business Computer Info K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Loughran, Stephanie	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
	Lowmaster (Gula), Angela	2810/2850: Elementary K-6/MidLevel English 7-9	7	2850: Middle Level English, 7-9	1680	100	0
	Lucci, Courtney	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Ludwig, Jacob	4805: Health/Physical Education K-12	6-8	4817: Physical Education	1680	100	0
	MacGregor, E Julie	2810/3230/9225: Elementary K-6/English 7-12/Special Education N-12	3	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
	Makowiecki, Michael J	1603: Business Computer Info K-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Mamula, Kristin	8405: Biology 7-12	8	2880: Middle Level Science, 7-9	1680	100	0
	Mangan, Stephanie	3230: English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
	Manning (Harsh), Kelly J	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Marchionda, David	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Marker (McConaughy), Jaclyn M	2840: Early Childhood Education N-3	K	2843: Kindergarten, age 5 (K5)	1680	100	0

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	Markovitz (Gardner), Katelyn	2850/6800: MidLevel English 7-9/Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Marks, Daniel	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
	Marquis, Dana L	1890: School Nurse K-12	K-12	1890: School Nurse	1680	100	0
	Marquis, Weston	8875: Social Studies 7-12	7-12	2870: Middle Level Social Studies, 7-9	840	100	0
	Marraccini, Valerie L	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Marsilio Jr, Anthony L	8875: Social Studies 7-12	7	2870: Middle Level Social Studies, 7-9	1600	100	0
	Martin, Julia	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
	Martin, Teresa L	2810/9235/2870: Elementary K-6/Mental and/or Physically Handicapped/MidLevel Citizenship 7-9	9-12	9225: Special Ed, Resource PreK-12. 2870: Middle Level Social Studies, 7-9	1680	100	0
	Matachak (Winfield), Kyra	1875: School Psychologist K-12	K-8	1875: School Psychologist	1680	100	0
	May, Brian	2850: MidLevel English 7-9	K-12	9900: Other (certificated personnel)	1680	100	0
	McCaslin, April	3230/8405: English 7-12/Biology 7-12	8	2880: Middle Level Science, 7-9	1600	100	0
	McCoy, George R	8405/8450: Biology 7-12/General Science 7-12	7-12	8441: Earth and Space Science, Intermediate	1680	100	0
	McCracken (Mixer), Brianna K	2810/9225: Elementary K-6/Special Education N-12	9	9225: Special Ed, Resource PreK-12	1600	100	0
	McDonough, Cynthia	8405: Biology (2014/2015)	7-12	8405: Bilogy	1520	100	0
	McDowell, Danielle	2810/9225: Elementary K-6/Special Education N-12	8	9225: Special Ed, Resource PreK-12	1680	100	0
	McGaffic, Kelly L	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0

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	McGuire, Deborah	2810/3230: Elementary K-6/English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
	McGuire, Katie	8875/2850/9225: Social Studies 7-12/MidLevel English 7-9/Special Education N-12	10-12	8875: Social Studies, 10-12	1520	100	0
	McKee (Baumgartner), Christy	1836/1837/8405/8450: Elementary School Counselor K-6/Secondary School Counselor 7-12/Biology 7-12/General Science 7-12	7-12	8405: Biology	1680	100	0
	McKinney, Katie M	2810/2840/9225: Elementary K-6/Early Childhood N-3/Special Education N-12	5	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
	Medich, Noah	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Meehan, Blake	1603: Business Computer Information Technology K-12	K-12	1606: Business Education, Secondary	1520	100	0
	Mentel (Gabel), Brittany	2810/9225: Elementary K-6/Special Education N-12	6	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
	Michael, Lindsay	2810/2840: Elementary K-6/Early Childhood N-3	2	2844: Elementary, Primary Grades 1-3 1/	1600	100	0
	Mick, Lauren	2825/9226: PK-4/Special Education PK-8	K-12	9900: Other (certificated personnel)	1680	100	0
	Mills, Erin L	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Mineard (Haluko), Lynda E	2810/2840/9235: Elementary K-6/Early Childhood Education N-3/Mental and/or Physical Handicapped	3	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
	Monit, Lisa	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0

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	Moorehead, Elaina	2825/9226: PK-4/Special Education PK-8	K-12	9900: Other (certificated personnel)	1680	100	0
	Morrison, Christy	2810/2850/2860: Elementary K-6/MidLevel English 7-9/MidLevel Math 7-9	7-8	2860: Middle Level Mathematics, 7-9	1680	100	0
	Morrison, Jill O	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Morrow, Chad A	8875: Social Studies 7-12	9-12	8875: Social Studies, 10-12	1680	100	0
	Mouser, Allison K	2810/9225: Elementary K-6/Special Education N-12	8	9225: Special Ed, Resource PreK-12	1680	100	0
	Murray (Conneen), Megan	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Nagle, Sean	2810/9225: Elementary K-6/Special Education N-12	4	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
	Napoli (Morrison), Brandy	2810/2850: Elementary K-6/MidLevel English 7-9	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Napolitan, Ryan	6800: Math 7-12	7	2860: Middle Level Mathematics, 7-9	1520	100	0
	Narad (Pietro), Beth	2810: Elementary K-6	3	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
	Nasiadka, Juliette S	1115/5600/8875: Principal K-12/Family Consumer Science K-12/Social Studies 7-12	10-12	8875: Social Studies, 10-12	1520	100	0
	Nebel, Orsola Lynn	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Nelson (Kubula), Christina	2810/3230: Elementary K-6/English 7-12	2	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
	Newell, Carol E	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0

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██████	Nizer (Doyle), Valerie	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Nuzzo, Kara A	2810: Elementary K-6	3	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
██████	O'Brien, Amy	2810/3230/2850: Elementary K-6/English 7-12/MidLevel English 7-9	10-12	3200: English/Communication, 10-12	1680	100	0
██████	O'Brien, Tonya	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Ochtun, Sarah	2810/9225: Elementary K-6/Special Education N-12	4	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
██████	O'Neill, Marjorie L	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Oravec, Rachel	3200/3230: Communication 7-12, English 7-12	7-12	3200: English/Communication, 10-12	1600	100	0
██████	Orio, Courtney L	2810: Elementary K-6	1	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
██████	Orr, Afton E	2860/4805: MidLevel Math 7-9/Health-PE K-12	K-2	4817: Physical Education	1680	100	0
██████	Osselborn, Dale	6800: Math 7-12	7-12	6800: Mathematics, 10-12	1600	100	0
██████	Oster, John	3230: English 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Paraniuk, Breanne R	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
██████	Parker, Robin	1610/1640/1660: Accounting 7-12/Marketing 7-12/Typewriting 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Partyka, Brian	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1520	100	0

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██████	Patterson (Klink), Molly	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Patterson, Erin	9225/1405: Special Education N-12/Art K-12	8	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Pavkovich, Douglas	2915/1115/2860/2880/2810: Supervisor Curriculum & Instruction K-12/Principal K-12/MidLevel Math 7-9/MidLevel Science 7-9/Elementary K-6	9-12	9900: Other (certificated personnel)	1680	100	0
██████	Pavkovich, Kathleen	6800/2860: Math 7-12/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
██████	Peck, Sarah M	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Perich, Mark	6800: Math 7-12	7-12	6800: Mathematics, 10-12	1520	100	0
██████	Pero, Paul	8875/4490: Social Studies 7-12/Spanish K-12	7-12	4490: Spanish, 7-12	1520	100	0
██████	Perza, Abby	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Peterman, Melinda	2810/2860: Elementary K-6/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
██████	Petties, Roylin	1115/8875: Principal PK-12/Social Studies 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Pisano, Brittany	2810/9225: Elementary K-6/Special Education N-12	9	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Pitzer, Julianne	2810/9225: Elementary K-6/Special Education PK-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Plummer, Patricia	2810: Elementary K-6	8	2850: Middle Level English, 7-9	1680	100	0
██████	Podolak (Neville), Elizabeth	3230: English 7-12	7-8	2850: Middle Level English, 7-9	1520	100	0
██████	Polochak, Wendy	6800/8450/8420/8405/9225: Math 7-12/General Science 7-12/Chemistry 7-12/Biology 7-12/Special Education N-12	7-12	8405: Biology	1680	100	0

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██████	Poskin, Michelle M	1115/2810/2850: Principal K-12/Elementary K-6/MidLevel English 7-9		9900: Other (certificated personnel)	1680	100	0
██████	Powell, Kenneth	1150/1105/7205: Superintendent K-12/Secondary Principal 7-12/Music K-12		9900: Other (certificated personnel)	1680	100	0
██████	Pratte (Widmer), Tracy	2810/2840: Elementary K-6/Early Childhood N-3	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
██████	Pratte, Bryan	2810/2880: Elementary K-6/MidLevel Science 7-9	7	2880: Middle Level Science, 7-9	1680	100	0
██████	Procovich, Mary	2810/9235: Elementary K-6/Mental and/or Physical Handicapped	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Pulcini, Robert	1836/1837: Elementary School Counselor K-6/Secondary School Counselor 7-12	3-5	1836: Elementary School Counselor	1680	100	0
██████	Pupi, Paul A.	1837: Secondary School Counselor 7-12	7-12	1837: Secondary School Counselor	1680	100	0
██████	Pyle, Robert W	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1600	100	0
██████	Radanovich, Darlene M	2810/2870: Elementary K-6/MidLevel Citizenship 7-9	2	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
██████	Rangel, Kimberly E	2810/7650: Elementary K-6/Reading Specialist K-12	2	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
██████	Raymond, October	8405: Biology 7-12	7-12	8405: Bilogy	1680	100	0
██████	Rea, Chad	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
██████	Rea, Chelsea	3230: English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
██████	Record, Erica K	2810: Elementary K-6	1	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
██████	Reda (Cartledge), Joan	6800: Math 7-12	7-12	6800: Mathematics, 10-12	1520	100	0

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	Reed, Amy	2810/7650/2880: Elementary K-6/Reading Specialist K-12/MidLevel Science 7-9	5-6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Refosco, Kimberly	4490: Spanish K-12	7-12	4490: Spanish, 7-12	1520	100	0
	Rhodes, Nicholas	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1600	100	0
	Ribar, Lindsey	2810/9225: Elementary K-6/Special Education N-12	2	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Riggle, Tami R	2810/6800: Elementary K-6/Math 7-12	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Rivera-Lopez, Denise	9225/4499/4490/9290: Special Education N-3/Program Specialist ESL K-12/Spanish K-12/Visually Impaired K-12	K-12	4490: Spanish, 7-12	1600	100	0
	Rizzo, Kathryn	2810/2850/3200/3230: Elementary K-6/MidLevel English 7-9/Communications 7-12/English 7-12	7	2850: Middle Level English, 7-9	1600	100	0
	Roach, Marcella L	4805: Health/Physical Education K-12	9-12	4817: Physical Education	1680	100	0
	Rodgers (Miller), Michelle L	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1600	100	0
	Rohanna, Mary Kay	2810/1825: Elementary K-6/Instructional Technology Specialist K-12	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Romasco, Kevin	1115/6800: Principal PK-12/Math 7-12	3-5	1100: Elementary Principal	1680	100	0
	Rose, Joyce	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Rosenberger (Grim), Melanie	2810/2840: Elementary K-6/Early Childhood N-3	3-5	9900: Other (certificated personnel)	1680	100	0
	Rossell, Michele	6800: Math 7-12	10-12	6800: Mathematics, 10-12	1520	100	0

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	Rudy, Jasmine	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Russell, Rebecca	1185/3230: Masters's Equivalency/English 7-12	7-12	3200: English/Communication, 10-12, 2850: Middle Level English 7-9	1680	100	0
	Russell, Richard	2810/2860/2880/2870: Elementary K-6/MidLevel Math 7-9/MidLevel Science 7-9/MidLevel Citizenship 7-9	8	2880: Middle Level Science, 7-9	1680	100	0
	Ruzzi, Kelly	2870/2860/9225: MidLevel Citizenship 7-9/MidLevel Math 7-9/Special Education N-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Sampson (Durbin), Stacy	2810/2860: Elementary K-6/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
	Santilli, Antoinette	2810: Elementary K-6	K-6	2844: Elementary, Primary Grades 1-3 1/, 2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Scarsella, Abbey	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
	Schlosser (Franus), Carrie	2810: Elementary K-6	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Scuilli, Erik	2810/3230/8875: Elementary K-6, English 7-12, Social Studies 7-12	9, 11	3200: English/Communication, 10-12, 2850: Middle Level English 7-9	1600	100	0
	Sears, Jennifer	8405/8420: Biology 7-12/Chemstry 7-12	7-12	8420: Chemistry	800	100	0
	Seelman, Jamie L	2810/2850/2860/9225: Elemenatry K-6/MidLevel English/MidLevel Math/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Shafer, Yvonne	8420: Chemistry 7-12	7-12	8420: Chemistry	1680	100	0

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██████	Shaffer (Molinaro), Angelica M	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Shaheen, Elya	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Shaw (Cinque), Lindsay	2810/9225/3230/2860/1185: Elementary K-6/Special Education N-12/English 7-12/MidLevel Math 7-9/Masters Equivalency K-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Sheyn (Suhy), Heather	2810/2840: Elementary K-6/Early Childhood N-3	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Shoaf (Rosso), Jennifer	2810: Elementary K-6		9900: Other (certificated personnel)	1680	100	0
██████	Shoaf, Michael W	9215/1115/2810/9225: Supervisor of Special Education/Principal K-12/Elementary K-6/Special Education N-12	9-12	1106: Assistant or Vice Secondary Principal	1680	100	0
██████	Silvestri, Amanda	1405/4490: Art K-12/Spanish K-12	7-12	1402: Art Secondary (7-12), 4490: Spanish 7-12	1520	100	0
██████	Simmel, Karry Lynn	1115/2810: Principal K-12/Elementary K-6		9900: Other (certificated personnel)	1680	100	0
██████	Simoni, Stephanie	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Sims, Nancy	2810/1185: Elementary K-6/Masters Equivalency K-12	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Sirak, Amanda	2810/9225/2860: Elementary K-6/Special Education N-12/MidLevel Math 7-9	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
██████	Small, Angela	2810/2840: Elementary K-6/Early Childhood Education N-3	K-12	9900: Other (certificated personnel)	1680	100	0

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	Smalley, Dennis	1115/6800/8405: Principal K-12/Math 7-12/Biology 7-12	7-12	2860: Middle Level Mathematics, 7-9 / 6800: Mathematics, 10-12	1520	100	0
	Smith, Hiedi	8875: Social Studies 7-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Smith, Jennifer L.	3230: English 7-12	8	2850: Middle Level English	1600	100	0
	Smith, Samantha	3230: English 7-12	10-12	3200: English/Communication, 10-12	1600	100	0
	Smith, Stephanie	1836/1837: Elementary School Counselor K-6/Secondary School Counselor 7-12	9-12	1836: Elementary School Counselor, 1837: Secondary School Counselor	1680	100	0
	Snowden, Sean A	1115/2810/9225: Principal K-12/Elementary K-6/Special Education N-12	9-12	1105: Secondary Principal	1680	100	0
	Sokol, Pam	8875: Social Studies 7-12	9-12	8860: Psychology, Social or Behavioral Science / 8880: Sociology, 10-12	1680	100	0
	Sonsini, Danny J	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Sorokacs, Daniel	6800/8470: Math 7-12/Physics 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
	Sovesky (Dunder), Amanda	3230: English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
	Spanik, Jon M	1115/2810: Principal K-12/Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Spoooner, Melissa	2810/9225: Elementary K-6/Special Education N-12	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0

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██████	Springer, Amanda D	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Springer, Jacob J	9225: Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Stack, Leslie	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
██████	Staley, Ashly	3230/6800: English 7-12/Math 7-12	9-10	3200: English/Communication, 10-12, 2850: Middle Level English 7-9	1680	100	0
██████	Steder (Loeliger), Sarah M	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1680	100	0
██████	Stewart, Kaylee	8420: Chemistry 7-12	7	2880: Middle Level Science, 7-9	1600	100	0
██████	Strauman, Thomas	2810/3200: Elementary K-6/Communications 7-12	2	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
██████	Summerville (Phillips), Danielle	3230: English 7-12	10-12	3200: English/Communication, 10-12	1680	100	0
██████	Swogger, Sara	2810/9225/7650: Elementary K-6/Special Education N-12/Reading Specialist K-12	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Temple, Jennifer	1115/2810/9225: Principal K-12/Elementary K-6/Special Education N-12	1	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
██████	Testa (Rago), Kelly	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
██████	Theobald (Castelli), Casey D	4805: Health/Physical Education K-12	3-5	4817: Physical Education	1680	100	0
██████	Thomas (Cilli), Lisa	8420: Chemistry 7-12	7-12	8420: Chemistry	1520	100	0
██████	Tierno, Stephanie	2825/9226: PK-4/Special Education PK-8	K-12	9900: Other (certificated personnel)	1680	100	0

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	Trombetta Jr, Vincent	1105/2810: Secondary Principal 7-12/Elementary K-12		9900: Other (certificated personnel)	1680	100	0
	Turley, Amber	1115/2810/9225: Principal K-12/Elementary K-6/Special Education N-12	5	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Vaccaro, Eva	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
	Valentine, Lon	8875: Social Studies 7-12	10-12	8875: Social Studies, 10-12	1520	100	0
	Vanderschaaff, James	8875: Social Studies 7-12	8	2870: Middle Level Social Studies, 7-9	1520	100	0
	Vanucci, Brenna	2810/9225: Elementary K-6/Special Education PK-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Vanucci, Dominic M	2810: Elementary K-6	9-12	9900: Other (certificated personnel)	1680	100	0
	Vanucci, Jennifer	9225: Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
	Vasquez (Voltz), Morgan M	6800: Math 7-12	10-12	6800: Mathematics, 10-12	1680	100	0
	Velte, Emily M.	9225/5600/8875/2860: Special Education N-12/Family Consumer Science K-12/Social Studies 7-12/MidLevel Math 7-9	7-12	8830: Economics	1600	100	0
	Vendemia, James	1115/3230/6420: Principal K-12/English 7-12/Library Science K-12		9900: Other (certificated personnel)	1680	100	0
	Vendemia, Renee A	2840: Early Childhood Education N-3	K-12	9900: Other (certificated personnel)	1680	100	0
	Venturella, John	2810/2870/9225: Elementary K-6/MidLevel Citizenship 7-9/Special Education N-12	8	2870: Middle Level Social Studies, 7-9	1520	100	0

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██████	Vignetti Tybl, M. Susan	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1680	100	0
██████	Vitale, Bradley	2810/9225: Elementary K-6/Special Education N-12	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Waddell, Amie	2810: Elementary K-6	3-5	9900: Other (certificated personnel)	1680	100	0
██████	Wahal (Ablog), Athena M.	2810/9225/3850/3860: Elementary K-6/Special Education N-12/MidLevel English 7-9/MidLevel Math 7-9	7	9360: Special Ed, Middle Level Math, 7-9	1680	100	0
██████	Waida (Kraner), Ashli R	2810: Elementary K-6	3	2844: Elementary, Primary Grades 1-3 1/	1520	100	0
██████	Walaan, George	2810: Elementary K-6	6-8	9900: Other (certificated personnel)	1680	100	0
██████	Wallace, Deborah J	8450/8420: General Science 7-12/Chemistry 7-12	7-12	8420: Chemistry	1520	100	0
██████	Walter, Elizabeth (Beth)	8875/4499: Social Studies 7-12/ESL K-12	K-12	4499: English as Second Language, K-12 Resource	1680	100	0
██████	Wehman, Heather M	2810/9226: Elementary K-6/Special Education PK-8	K-5	9900: Other (certificated personnel)	1680	100	0
██████	Whittingham, Bryce	2825/9226: PK-4/Special Education PK-8	K-5	9900: Other (certificated personnel)	1680	100	0
██████	Williams (Blackburn), Melissa	2810: Elementary K-6	6	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0
██████	Williams (Jordan), Kristin A	2810/9235: Elementary K-6/Mental and/or Physical Handicapped	9-12	9225: Special Ed, Resource PreK-12	1680	100	0
██████	Williams (McCullough), Kristi L	2810/9225: Elementary K-6/Special Education N-12	4	2845: Elementary, Intermediate Grades 4-6 1/	1680	100	0

Staff #	Name of Employee	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
	Williams, Kristina J	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Willis, Sara E	2810/9225: Elementary K-6/Special Education N-12	5	9340: Special Ed, Elementary Subjects, PreK-6	1680	100	0
	Wilson (Hunter), Audrey	2810/9225: Elementary K-6/Special Education N-12	2	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Wingertsahn, Nicole	2810/9225: Elementary K-6/Special Education PK-12	K-12	9900: Other (certificated personnel)	1680	100	0
	Wisniewski, Sean	8875: Social Studies 7-12		9900: Other (certificated personnel)	1680	100	0
	Woelfel, Eric J	1115/2810: Principal K-12/Elementary K-6		1810: Assistant to the Superintendent in Charge of Business Affairs	1680	100	0
	Wojtas (Colantoni), Marci	2840/9225: Early Childhood N-3/Special Education N-12	2	2844: Elementary, Primary Grades 1-3 1/	1680	100	0
	Wojtkowiak, Alison	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
	Wrona, Laurie A	2810: Elementary K-6	K-12	9900: Other (certificated personnel)	1680	100	0
	Yaria, Alesha	1836/1837: Elementary School Counselor K-6/Secondary School Counselor 7-12	9-12	1836: Elementary School Counselor, 1837: Secondary School Counselor	1680	100	0
	Yeager (Campisi), Jessica	6800: Math 7-12	7-9	2860: Middle Level Mathematics, 7-9	1520	100	0
	Youngker (Moran), Jessica	2810/9225: Elementary K-6/Special Education PK-12	K-12	9900: Other (certificated personnel)	1680	100	0

<b>Staff #</b>	<b>Name of Employee</b>	<b>All areas of Certification Type of Certificate</b>	<b>Grades Teaching or Serving</b>	<b>All Areas of Assignment Subject Areas Teaching or Services Provided</b>	<b># of Hours Worked in Assignment</b>	<b>% of Time in Certified Position</b>	<b>% of Time in Areas Not Certified</b>
██████	Zachewicz, Amy L	1405: Art K-12	K-12	1401: Art, Elementary (PreK-6), 1402: Art Secondary (7-12)	1680	100	0
██████	Zeigler (Schupp), Kelly	2810: Elementary K-6	4	2845: Elementary, Intermediate Grades 4-6 1/	1520	100	0
██████	Zimmerman, Miles	3100/3100: Grades 4-8 (All Subjects 4-6, Math 7-8)/Grades 4-8 (All Subjects 4-6, English, Language Arts, Reading 7-8)	8	2860: Middle Level Mathematics, 7-9	1600	100	0

**PENNSYLVANIA CYBER  
CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA  
JUNE 30, 2009**

**AUDIT REPORT**

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**MIDLAND, PENNSYLVANIA**  
**TABLE OF CONTENTS**

	<b>Page</b>
Independent Auditor's Report	1 - 2
Management's Discussion and Analysis	i - ix
Statement of Net Assets	3
Statement of Activities	4
Balance Sheet – Governmental Funds	5
Reconciliation of the Governmental Funds Balance Sheet To the Statement of Net Assets	6
Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Fund Types	7
Reconciliation of the Governmental Funds – Statement of Revenues, Expenditures and Changes in Fund Balance to the Statement of Activities	8
Statement of Net Assets – Proprietary Fund	9
Statement of Revenues, Expenses and Changes in Fund Net Assets – Proprietary Fund	10
Statement of Cash Flows – Proprietary Fund	11
Statement of Revenues, Expenditures and Changes in Fund Balance, Budget and Actual – General Fund	12
Notes to the Financial Statements	13 - 28
Single Audit Supplementary Reports	
List of Report Distribution	29
Schedule of Expenditures of Federal Awards	30
Notes to the Schedule of Expenditures of Federal Awards	31

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**MIDLAND, PENNSYLVANIA**  
**TABLE OF CONTENTS**

	<b>Page</b>
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	32 - 33
Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133	34 - 35
Schedule of Findings and Questioned Costs	36
Schedule of Prior Audit Findings	37



# Malin, Bergquist & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

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## Independent Auditor's Report

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of and for the year ended June 30, 2009, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Pennsylvania Cyber Charter School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of June 30, 2009, and the respective changes in financial position, and cash flows, where applicable, and the respective budgetary comparison for the General Fund, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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



## Malin, Bergquist & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

The management's discussion and analysis presented on pages i through ix is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Pennsylvania Cyber Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the Pennsylvania Cyber Charter School. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

*Malin Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
October 30, 2009

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

**Required Supplementary Information**

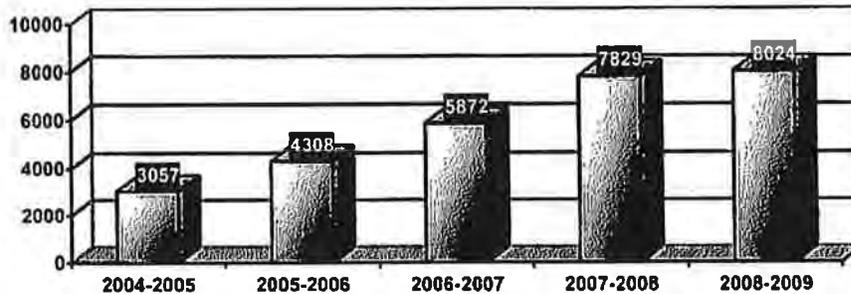
Our discussion and analysis of Pennsylvania Cyber Charter School's (the "School") financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2009. Please review this information in conjunction with the School's financial statements that begin on page 3.

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

**FINANCIAL HIGHLIGHTS**

Bolstered by a reputation for providing Pennsylvania families with exceptional, student-centered service, the School continued to experience growth in enrollment during fiscal year 2008-2009.

**PA Cyber Charter School  
Student Enrollment**  
Source: LEA October 1 Enrollment Summaries



The School entered into a 20-year lease with the Lincoln Park Performing Arts Center ("LPPAC") in May 2005 for administrative and instruction purposes. In accordance with the terms of the lease agreement, the School elected to prepay all lease payments due under the 20-year lease agreement at a discounted rate. As such, \$10,000,000 was expensed in the governmental funds in prior fiscal years.

On June 30, 2009, the School and the LPPAC agreed to cancel the prepaid lease originally signed in May 2005. Additionally, the LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 over a period of twenty-four years through June 30, 2034. On the government-wide financial statements, the unamortized portion of this prepaid lease was \$8,500,000 at June 30, 2009.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

The School provides certain computer equipment to students enrolled in the program. The School entered into two capital lease obligations amounting to \$9,213,785 during the 2007-2008 and 2008-2009 fiscal years to purchase computer equipment for students enrolling in the program. The School retains the ownership to all computer and education equipment supplied to enrolled students.

The School's governmental fund balance was \$11,432,122 as of June 30, 2009 and consisted of the following:

Designations for:	
Increases in Healthcare premiums	\$ 3,313,553
Retirement (PSERS) Contributions	\$ 4,585,892

These designations represent the segregation of a portion of the fund balance indicating that assets equal to the amount are set aside for future rate changes and are, therefore, not available for appropriations.

Unreserved, Undesignated Fund Balance	\$3,532,677
---------------------------------------	-------------

**USING THE BASIC FINANCIAL STATEMENT REPORT**

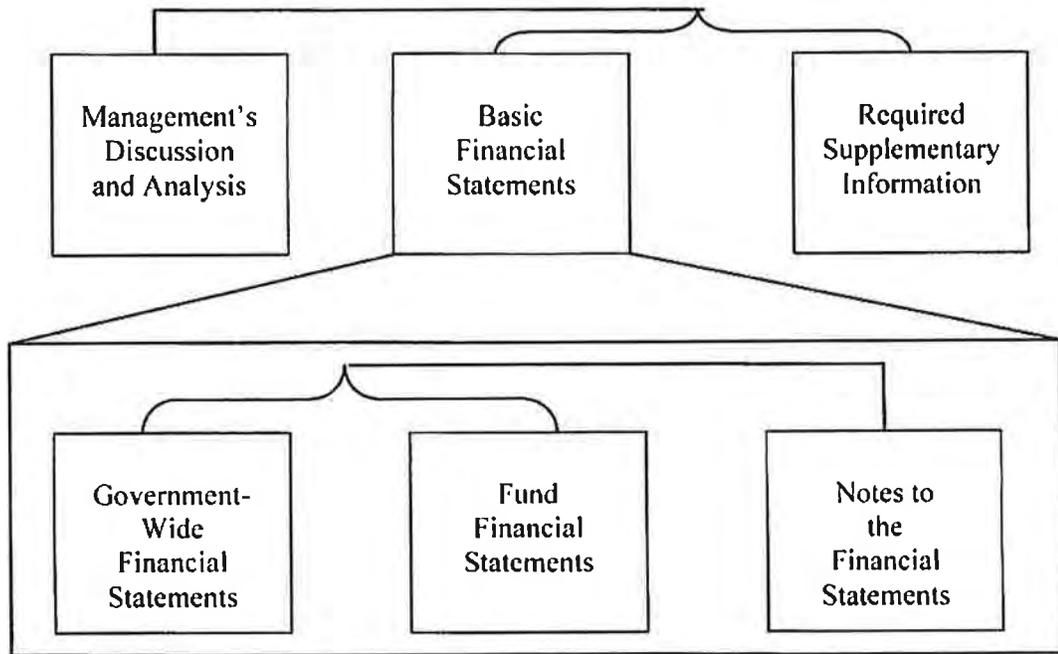
This Basic Financial Statement Report consists of the Management's Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Assets and Statement of Activities, on pages 3 and 4, provide information about the activities of the School as a whole and present a longer-term view of the School's financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The Fund Financial Statements also look at the School's most significant funds with all other non-major funds presented in total in one column. For the Pennsylvania Cyber Charter School, the General Fund is the main operating fund. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

Figure A-1  
Required components of  
Pennsylvania Cyber Charter School's  
Financial Report



**REPORTING THE SCHOOL AS A WHOLE**

**Statement of Net Assets and the Statement of Activities**

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, "How did we do financially during Fiscal Year Ended June 30, 2009?" The Statement of Net Assets and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid.

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

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

**OVERVIEW OF FINANCIAL STATEMENTS**

**Government-Wide Statements**

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

The two government-wide statements report the School's net assets and how they have changed. Net assets, the difference between the School's assets and liabilities, are one way to measure the School's financial health or position.

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

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

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

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

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

**Fund Financial Statements**

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

*Governmental funds* – Most of the School's activities are reported in governmental funds, which focus on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the School's operations and the services it provides. Governmental fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is reflected in reconciliations on pages 6 and 8.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

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

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

The School's total net assets were \$32,252,048 at June 30, 2009 and \$24,596,983 at June 30, 2008.

Table A-1  
Fiscal Years ended June 30, 2009 and 2008

	<u>June 30, 2009</u>	<u>June 30, 2008</u>
Current and other assets	\$ 15,162,779	\$ 15,866,995
Capital assets	12,126,455	12,651,374
Noncurrent assets	<u>8,160,000</u>	<u>8,728,740</u>
Total Assets	<u>35,449,234</u>	<u>37,247,109</u>
Current and other liabilities	3,197,186	12,355,152
Long-term liabilities	<u>-</u>	<u>294,974</u>
Total Liabilities	<u>3,197,186</u>	<u>12,650,126</u>
Net Assets:		
Invested in capital assets, net of related debt	11,584,321	7,456,102
Unrestricted	<u>20,667,727</u>	<u>17,140,881</u>
Total Net Assets	<u>\$32,252,048</u>	<u>\$24,596,983</u>
Total Liabilities and Net Assets	<u>\$35,449,234</u>	<u>\$37,247,109</u>

Most of the School's net assets are invested in capital assets (building improvements and equipment) and accounts receivable from other governments (tuition due from local educational agencies for enrolled students) The remaining unrestricted net assets are undesignated amounts.

The results of this year's operations as a whole are reported in the Statement of Activities on Page 4. All expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are represented to determine the final amount of the School's activities that are supported by other general revenues. The largest general revenue source is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

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

Table A-2  
Changes in Net Assets  
Fiscal Years ended June 30, 2009 and 2008

<b>Revenues</b>	<u>June 30, 2009</u>	<u>June 30, 2008</u>
<b><u>Program revenues:</u></b>		
Operating grants and contributions	\$ 4,159,921	\$ 3,921,458
<b><u>General Revenues:</u></b>		
Payments from local educational agencies	75,356,458	67,111,308
Investment earnings	23,488	130,020
Miscellaneous income	<u>806,576</u>	<u>191,155</u>
<b>Total revenues</b>	<u>80,346,443</u>	<u>71,353,941</u>
<b>Expenses</b>		
Instruction	46,188,831	40,826,858
Instructional student support	1,361,014	904,139
Administration & financial support	16,246,503	15,764,590
Operation & maintenance of plant	547,181	1,196,668
Other support services	2,226,334	3,780,355
Student activities	137,697	104,856
Community services	263,344	157,696
Interest on long-term debt	845,110	550,495
Bad debt expense	-	14,441
Unallocated depreciation	<u>4,875,364</u>	<u>3,203,101</u>
<b>Total expenses</b>	<u>72,691,378</u>	<u>66,503,199</u>
<b>Increase (decrease) in net assets</b>	<u>7,655,065</u>	<u>4,850,742</u>
Net Assets, beginning	<u>24,596,983</u>	<u>19,746,241</u>
Net Assets, ending	<u>\$ 32,252,048</u>	<u>\$ 24,596,983</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

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

Tables A-3 and A-4 show the School's five largest functions—instructional programs, administrative, unallocated depreciation, other support services and interest on long-term debt as well as each program's net cost (total cost less revenues generated by the activities). These tables also show the net costs offset by the other unrestricted grants, subsidies and contributions to show the remaining financial needs supported by local and other miscellaneous revenues. Prior year information is provided to allow for a comparative analysis.

Table A-3  
Fiscal Year ended June 30, 2009  
Governmental Activities

<u>Function/Programs</u>	<u>Total Cost of Services</u>	<u>Net Cost of Services</u>
Instruction	\$ 46,188,831	\$ 42,774,089
Administrative	20,381,032	19,666,886
Unallocated depreciation	4,875,364	4,875,364
Other support services	401,041	370,008
Interest on long-term debt	845,110	845,110
Total governmental activities	<u>\$ 72,691,378</u>	<u>\$ 68,531,457</u>
Total needs from local and other revenues		<u>\$ 68,531,457</u>

Fiscal Year ended June 30, 2008  
Governmental Activities

<u>Function/Programs</u>	<u>Total Cost of Services</u>	<u>Net Cost of Services</u>
Instruction	\$ 40,826,858	\$ 37,487,618
Administrative	17,496,217	17,060,707
Unallocated depreciation	3,780,355	3,633,647
Other support services	1,196,668	1,196,668
Interest on long-term debt	3,203,101	3,203,101
Total governmental activities	<u>\$ 66,503,199</u>	<u>\$ 62,581,741</u>
Total needs from local and other revenues		<u>\$ 62,581,741</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

**THE SCHOOL'S FUNDS**

The General Fund, which accounts for the School's operations, had an unreserved, undesignated fund balance of \$3,532,677 as noted on page 5. This represents an increase of \$2,192,164 from 2007-2008 operations.

**General Fund Budgeting Highlights**

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

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of \$81,720,376. Actual revenues and other financing sources exceeded this budget amount by approximately \$1.5 million, due to student enrollment increases greater than anticipated. The expenditures were budgeted at \$81,720,376. Actual expenditures were less than budgeted due to operating efficiencies. A schedule showing the School's original and final budget amounts compared with amounts actually paid and received is provided on page 12.

**CAPITAL ASSET AND DEBT ADMINISTRATION**

**Capital Assets**

At June 30, 2009, the School's Governmental Activities had \$12,126,455 invested in a broad range of capital assets, including building improvements, furniture and equipment. This amount represents a net decrease of \$524,919 from last year. The decrease in capital assets is a result of sufficient purchases made in prior years.

More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements.

**Debt Administration**

As of June 30, 2009, the School had short term capital leases outstanding in the amount of \$542,134.

More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements.

**ECONOMIC FACTORS AND BUDGETS**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2009**

hundreds of new jobs in and around the community of Midland as more professional and support staff is needed to serve the growing roster of students. As a state-wide school, PA Cyber is also establishing a physical presence in key areas across Pennsylvania. Furthermore, the innovations – technological and educational – pioneered by the Pennsylvania Cyber Charter School are helping to establish Pennsylvania as a leader in the development of 21<sup>st</sup> century learning strategies for public education.

The rapid growth within the Pennsylvania Cyber Charter School puts additional burdens on the administration as each year requires increases to staff, educational programs, support services, and extracurricular activities to meet student needs and demand. Facilities must continually be updated and expanded to meet these enrollment trends. The need for additional staff working space is a continual concern.

**CONTACTING THE DISTRICT FINANCIAL MANAGEMENT**

Our financial report is designed to provide our citizens, taxpayers, parents, students, investors and creditors with a general overview of the School's finances and to show the School Board of Directors' accountability for the money it receives. If you have questions about this report or wish to request additional financial information, contact Scott Antoline, Director of Finance and Compliance, at Pennsylvania Cyber Charter School, 1200 Midland Avenue, Midland Pennsylvania 15059.

PENNSYLVANIA CYBER CHARTER SCHOOL

STATEMENT OF NET ASSETS

AS OF JUNE 30, 2009

	<b>Governmental Activities</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 1,558,460
Intergovernmental Receivables	12,806,755
Other Receivables	278,758
Current Portion of Note Receivable	340,000
Prepaid Expenses	<u>178,806</u>
<b>Total Current Assets</b>	<u>15,162,779</u>
<b>Noncurrent Assets</b>	
Building and Improvements (net of depreciation)	2,239,229
Furniture & Equipment (net of depreciation)	1,149,624
Computer Equipment (net of depreciation)	8,737,602
Note Receivable	<u>8,160,000</u>
<b>Total Noncurrent Assets</b>	<u>20,286,455</u>
<b>TOTAL ASSETS</b>	<u>\$ 35,449,234</u>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Intergovernmental Payables	\$ 745,194
Accounts Payable	1,458,965
Retirement Payable	215,995
Accrued Salaries & Benefits	75,393
Other Accruals	159,505
Current Portion of Capital Lease Obligations	<u>542,134</u>
<b>Total Current Liabilities</b>	<u>\$ 3,197,186</u>
<b>NET ASSETS</b>	
Invested in Capital Assets, Net of Related Debt	\$ 11,006,719
Unrestricted	<u>21,245,329</u>
<b>TOTAL NET ASSETS</b>	<u>\$ 32,252,048</u>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2009

Functions/Programs	Expenses	Program Revenues			Net (Expense)
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Revenue and Changes in Net Assets
					Governmental Activities
<b>Governmental Activities:</b>					
<b>Instruction:</b>					
Regular Instruction	\$ 39,086,329	\$ -	\$ 2,517,153	\$ -	\$ (36,569,176)
Special Instruction	7,102,502	-	897,589	-	(6,204,913)
Vocational Instruction	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-
Higher Education Programs	-	-	-	-	-
<b>Total Instructional Services</b>	<b>\$ 46,188,831</b>	<b>\$ -</b>	<b>\$ 3,414,742</b>	<b>\$ -</b>	<b>\$ (42,774,089)</b>
<b>Support Services:</b>					
Pupil Personnel	\$ 726,674	\$ -	\$ 44,004	\$ -	\$ (682,670)
Instructional Staff	634,340	-	188,937	-	(445,403)
Administration	3,247,636	-	165,560	-	(3,082,076)
Pupil Health	367,842	-	156,406	-	(211,436)
Business Services	12,631,025	-	36,157	-	(12,594,868)
Operation of Plant and Maintenance Services	547,181	-	-	-	(547,181)
Student Transportation Services	-	-	-	-	-
Support Services - Central	2,226,334	-	123,082	-	(2,103,252)
<b>Total Support Services</b>	<b>\$ 20,381,032</b>	<b>\$ -</b>	<b>\$ 714,146</b>	<b>\$ -</b>	<b>\$ (19,666,886)</b>
<b>Non-Instructional Services:</b>					
Student Activities	\$ 137,697	\$ -	\$ -	\$ -	\$ (137,697)
Food Services	-	-	-	-	-
Community Services	263,344	-	31,033	-	(232,311)
Interest on Long-Term Debt	845,110	-	-	-	(845,110)
Interest Payment to Refunded Bond Escrow	-	-	-	-	-
Capital Outlay (Not subject to capitalization)	-	-	-	-	-
Unallocated Depreciation Expense	4,875,364	-	-	-	(4,875,364)
<b>Total Non-Instructional Services</b>	<b>\$ 6,121,515</b>	<b>\$ -</b>	<b>\$ 31,033</b>	<b>\$ -</b>	<b>\$ (6,090,482)</b>
<b>Total Governmental Activities</b>	<b>\$ 72,691,378</b>	<b>\$ -</b>	<b>\$ 4,159,921</b>	<b>\$ -</b>	<b>\$ (68,531,457)</b>
<b>General Revenues:</b>					
					\$ 75,356,458
Payments from Local Educational Agencies					23,488
Investment Earnings					806,576
Miscellaneous Income					
<b>Total general revenues, special items, extraordinary items and transfers</b>					<b>\$ 76,186,522</b>
<b>Change in Net Assets</b>					<b>\$ 7,655,065</b>
<b>Net Assets—beginning</b>					<b>24,596,983</b>
<b>Net Assets—ending</b>					<b>\$ 32,252,048</b>

See accompanying notes to financial statements

**PENNSYLVANIA CYBER CHARTER SCHOOL  
BALANCE SHEET - GOVERNMENTAL FUNDS  
AS OF JUNE 30, 2009**

	<b><u>Governmental Activities</u></b>
<b>ASSETS</b>	
Cash and Cash Equivalents	\$ 696,017
Intergovernmental Receivables	12,806,755
Other Receivables	278,758
Prepaid Expenses	<u>70,746</u>
<b>TOTAL ASSETS</b>	<b><u>13,852,276</u></b>
<b>LIABILITIES AND FUND BALANCES</b>	
<b>LIABILITIES</b>	
Intergovernmental Payables	745,194
Accounts Payable	1,458,965
Retirement Payable	<u>215,995</u>
<b>TOTAL LIABILITIES</b>	<b><u>2,420,154</u></b>
<b>FUND BALANCES</b>	
Unreserved - Designated	7,899,445
Unreserved - Undesignated	<u>3,532,677</u>
<b>TOTAL FUND BALANCES</b>	<b><u>11,432,122</u></b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b><u>\$ 13,852,276</u></b>

See accompanying notes to financial statements



**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**GOVERNMENTAL FUND TYPES**  
**FOR THE YEAR ENDED JUNE 30, 2009**

	<u><b>General</b></u>
<b>REVENUES</b>	
Local Sources	\$ 76,902,079
State Sources	1,764,600
Federal Sources	<u>1,679,767</u>
<b>TOTAL REVENUES</b>	<u><b>80,346,446</b></u>
 <b>EXPENDITURES</b>	
Instruction	50,397,187
Support Services	20,605,830
Non-Instructional Services	408,714
Miscellaneous	270,000
Capital Outlay	145,228
Debt Service	<u>8,148,235</u>
<b>TOTAL EXPENDITURES</b>	<u><b>79,975,194</b></u>
 <b>Excess (Deficiency) of Revenues Over Expenditures</b>	 371,252
 <b>OTHER FINANCING SOURCES (USES)</b>	
Proceeds of Long Term Debt/Sale of Fixed Assets	<u>2,919,987</u>
 <b>TOTAL OTHER FINANCING SOURCES (USES)</b>	 <u><b>2,919,987</b></u>
 <b>NET CHANGE IN FUND BALANCES</b>	 3,291,239
 <b>FUND BALANCE - JULY 1, 2008</b>	 <u><b>8,140,883</b></u>
 <b>FUND BALANCE - JUNE 30, 2009</b>	 <u><b>\$ 11,432,122</b></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**RECONCILIATION OF THE GOVERNMENTAL FUNDS**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**TO THE STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2009**

<b>NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS</b>	<b>\$</b>	<b>3,291,239</b>
<p>Amounts reported for governmental activities in the statement of activities are different because:</p> <p>Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.</p>		
	Add: Capital Outlays - Net	4,350,447
	Less: Depreciation Expense	(4,875,364)
<p>The governmental funds report proceeds from the issuance of debt as revenue from an other financing source. However, in the government-wide financial statements, the issuance of debt is reported as an increase in liabilities on the Statement of Net Assets. This is the amount of debt proceeds during the fiscal year.</p>		
	Proceeds from Extended Term Financing	(2,919,987)
<p>Prepaid lease outlays are reported in the governmental funds as expenditures when paid. However, in the Statement of Activities, the cost of those assets are allocated over the term of the lease. This is the amount of expense recognized during the fiscal year.</p>		
		(500,000)
<p>Certain items reported in the Statement of Activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds.</p>		
	Other Post Employment Expense	(75,393)
<p>The governmental funds report the repayment of long-term debt as an expenditure. However, in the government-wide financial statements, the repayment of long-term debt is treated as a reduction in liabilities on the Statement of Net Assets. This is the amount of principal repaid on the long-term debt during the fiscal year.</p>		
	Reduction in Long-Term Debt	7,573,125
<p>The internal service fund is used by management to account for medical benefits of the School employees. The net gain of the activity of the internal service is reported with governmental activities.</p>		
		<u>810,998</u>
<b>CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES</b>	<b>\$</b>	<b><u>7,655,065</u></b>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**STATEMENT OF NET ASSETS**

**PROPRIETARY FUND**

**AS OF JUNE 30, 2009**

	<b>Governmental Activities - Internal Service Fund</b>	<b><u>Health Insurance Fund</u></b>
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and Cash Equivalents	\$ 862,443	
Prepaid Expense	<u>108,060</u>	
<b>Total Current Assets</b>	<u>970,503</u>	
<b>TOTAL ASSETS</b>	<u>970,503</u>	
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Accrued Healthcare Costs	<u>159,505</u>	
<b>Total Current Liabilities</b>	<u>159,505</u>	
<b>NET ASSETS</b>		
Unrestricted	<u>810,998</u>	
<b>TOTAL NET ASSETS</b>	<u>810,998</u>	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 970,503</u>	

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS**  
**PROPRIETARY FUND**  
**FOR THE YEAR ENDED JUNE 30, 2009**

	<b>Governmental Activities - Internal Service Fund <u>Health Insurance</u> Fund</b>
<b>OPERATING REVENUES</b>	
Charges for Services	\$ <u>3,559,067</u>
<b>Total Operating Revenue</b>	<u>3,559,067</u>
<b>OPERATING EXPENSES</b>	
Cost of Services	2,203,318
Administrative	<u>544,751</u>
<b>Total Operating Expenses</b>	<u>2,748,069</u>
<b>Net Income (Loss) Before Transfers</b>	<u>810,998</u>
<b>OPERATING TRANSFERS</b>	
Transfers from General Fund	<u>-</u>
<b>Change in Net Assets</b>	810,998
<b>Net Assets - July 1, 2008</b>	<u>-</u>
<b>Net Assets - June 30, 2009</b>	<u>\$ 810,998</u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF CASH FLOWS**  
**PROPRIETARY FUND**  
**FOR THE YEAR ENDED JUNE 30, 2009**

	<b>Governmental Activities - Internal Service Fund <u>Health Insurance Fund</u></b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Receipts from interfund services provided	\$ 3,559,067
Cash Payments to suppliers	<u>(2,696,624)</u>
Net Cash Provided (Used) By Operating Activities	<u>862,443</u>
Net Increase (Decrease) in Cash and Cash Equivalents	862,443
Cash and Cash Equivalents - July 1, 2008	<u>-</u>
Cash and Cash Equivalents - June 30, 2009	<u>\$ 862,443</u>
 <b>Reconciliation of Operating Income (Loss) to Net Cash Provided by (Used for) Operating Activities</b>	
Operation Income (Loss)	\$ <u>810,998</u>
<b>Change in operating assets and liabilities:</b>	
Prepaid Expense	(108,060)
Accrued Healthcare Costs	<u>159,505</u>
Total Adjustments	<u>51,445</u>
Net Cash Provided by (Used for) Operating Activities	<u>\$ 862,443</u>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE, BUDGET AND ACTUAL

GENERAL FUND

FOR THE YEAR ENDED JUNE 30, 2009

	Budgeted Amounts		Actual (Budgetary Basis)	Variance with Final Budget Positive (Negative)	Budget to GAAP Difference	Actual Amounts GAAP basis
	Original	Final				
<b>REVENUES</b>						
Local revenues	\$ 72,247,362	\$ 72,247,362	\$ 76,902,079	\$ 4,654,717	\$ -	\$ 76,902,079
State program revenues	1,783,748	1,783,748	1,764,600	(19,148)	-	1,764,600
Federal program revenues	1,689,266	1,689,266	1,679,767	(9,499)	-	1,679,767
<b>TOTAL REVENUES</b>	<b>\$ 75,720,376</b>	<b>\$ 75,720,376</b>	<b>\$ 80,346,446</b>	<b>\$ 4,626,070</b>	<b>\$ -</b>	<b>\$ 80,346,446</b>
<b>EXPENDITURES</b>						
Regular Programs	\$ 45,107,291	\$ 45,107,291	\$ 43,198,040	\$ 1,909,251	\$ -	\$ 43,198,040
Special Programs	3,294,044	3,294,044	7,199,147	(3,905,103)	-	7,199,147
Vocational Programs	-	-	-	-	-	-
Other Instructional Programs	1,992,711	1,992,711	-	1,992,711	-	-
Adult Education Programs	-	-	-	-	-	-
Community/Junior College Ed Programs	-	-	-	-	-	-
Pupil Personnel Services	299,296	299,296	749,417	(450,121)	-	749,417
Instructional Staff Services	461,526	461,526	657,347	(195,821)	-	657,347
Administrative services	3,616,814	3,616,814	3,227,429	389,385	-	3,227,429
Pupil Health	349,078	349,078	379,534	(30,456)	-	379,534
Business Services	13,242,222	13,242,222	12,652,191	590,031	-	12,652,191
Operation & Maintenance of Plant Services	2,471,131	2,471,131	547,180	1,923,951	-	547,180
Student Transportation Services	-	-	-	-	-	-
Central & Other Support Services	4,791,889	4,791,889	2,392,732	2,399,157	-	2,392,732
Food Services	25,000	25,000	-	25,000	-	-
Student Activities	199,567	199,567	137,697	61,870	-	137,697
Community services	224,108	224,108	271,017	(46,909)	-	271,017
Scholarships and Awards	-	-	-	-	-	-
Facilities Acquisition and Construction	195,699	195,699	145,228	50,471	-	145,228
Miscellaneous	-	-	270,000	(270,000)	-	270,000
Debt service	5,450,000	5,450,000	8,148,235	(2,698,235)	-	8,148,235
<b>TOTAL EXPENDITURES</b>	<b>\$ 81,720,376</b>	<b>\$ 81,720,376</b>	<b>\$ 79,975,194</b>	<b>\$ 1,745,182</b>	<b>\$ -</b>	<b>\$ 79,975,194</b>
Excess (deficiency) of revenues over expenditures	\$ (6,000,000)	\$ (6,000,000)	\$ 371,252	\$ 6,371,252	\$ -	\$ 371,252
<b>OTHER FINANCING SOURCES (USES)</b>						
Proceeds of Long Term Debt/Sale of Fixed Assets	\$ 6,000,000	\$ 6,000,000	\$ 2,919,987	\$ (3,080,013)	\$ -	\$ 2,919,987
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>\$ 6,000,000</b>	<b>\$ 6,000,000</b>	<b>\$ 2,919,987</b>	<b>\$ (3,080,013)</b>	<b>\$ -</b>	<b>\$ 2,919,987</b>
Net change in fund balances	\$ -	\$ -	\$ 3,291,239	\$ 3,291,239	\$ -	\$ 3,291,239
Fund balance—July 1, 2008	-	-	8,140,883	8,140,883	-	8,140,883
Fund balance—June 30, 2009	\$ -	\$ -	\$ 11,432,122	\$ 11,432,122	\$ -	\$ 11,432,122

See Accompanying Notes to Financial Statements

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 1 - REPORTING ENTITY**

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

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

Component units are legally separate organizations for which the School is financially accountable. The School is financially accountable for an organization if the School appoints a voting majority of the organization's governing board and (1) the School is able to significantly influence the programs or services performed or provided by the organization; or (2) the School is legally entitled to or can otherwise access the organization's resources; the School is legally obligated or has otherwise assumed the responsibility to finance the deficits of, or provide financial support to, the organization; or the School is obligated for the debt of the organization. Component units may also include organizations that are fiscally dependent on the School in that the School approves the budget or the issuance of debt. The Pennsylvania Cyber Charter School does not have any component units. The National Network of Digital Schools, Lincoln Park Performing Arts Center (LPPAC) and the Lincoln Park Performing Arts Charter School were considered as possible component units, but were excluded based on the above criteria.

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

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The School also applies Financial Accounting Standards Board statements and interpretations issued on or before April 30, 1989, to its governmental and business-type activities and to its proprietary funds provided they do not conflict with or contradict GASB pronouncements. The more significant accounting policies of the School are described below.

***A. Basis of Presentation***

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

PENNSYLVANIA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

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

**Government-wide financial statements**—The statement of net assets and the statement of activities display information about the School as a whole. These statements include the financial activities of the primary government, except for fiduciary funds. The statements distinguish between those activities of the School that are governmental and those that are considered business-type activities.

The statement of net assets presents the financial condition of the governmental and business-type activities of the School at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental and business-type activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that is required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business activity or governmental function is self-financing or draws from the general revenues of the School.

**Governmental fund financial statements** - During the year, the School segregates transactions related to certain School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the School at this more detailed level. The focus of governmental fund financial statements is on major funds. Each major fund is presented in a separate column. Non-major funds, if any, are aggregated and presented in a single column. The fiduciary funds, if any, are reported by type. A break out of all funds that are aggregated for reporting purposes is shown as supplementary information after the notes to the financial statements.

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

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

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

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

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

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 180 days of the end of the current fiscal period due to the local Educational Agencies and Pennsylvania Department of Education tuition payment policies. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, arbitrage rebates, and post-employment healthcare benefits, are recorded only when payment is due.

The School reports the following major governmental fund:

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

Additionally, the School reports the following fund type:

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

Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and enterprise fund financial statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board. Governments also have the option of following subsequent private-sector guidance for their business-type activities and enterprise funds, subject to this same limitation. The School has elected not to follow subsequent private sector guidance.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

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

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

Amounts reported as program revenues include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as general revenues rather than as program revenues.

Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the proprietary funds are charges to customers for services. Operating expenses for internal service funds include the cost of operations and maintenance, and depreciation on capital assets. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

***C. Budgetary Process***

The School passed an appropriated budget for the fiscal year ending June 30, 2009 with revenues totaling \$81,720,376 and expenditures totaling \$81,720,376.

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

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

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

***Final Budget:*** The final budget for each year must be adopted via Board of Directors (the "Board") vote by June 30 of the preceding school fiscal year. Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the School Board. Amendments are presented to the Board at their regular meetings. Each amendment must have Board approval. Such amendments are made

PENNSYLVANIA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year-end as dictated by law.

*D. Deposits and Investments*

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

*E. Interfund Balances*

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables." These amounts are offset against each other in the governmental and business-type activities columns of the statement of net assets, except for amounts due to/from other funds which are not presented in the statement of net assets.

*F. Capital Assets*

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

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair market values as of the date received. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

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

<u>Description</u>	Governmental Activities <u>Estimated Lives</u>
Site Improvements	5-40 years
Buildings and Improvements	10-40 years
Furniture and Equipment	3-15 years

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

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

***G. Compensated Absences***

The School has no compensated absences as of June 30, 2009.

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

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

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

***I. Net Assets***

Net assets represent the difference between assets and liabilities. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. The School applies restricted resources first when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.

***J. Fund Balance Designations***

The School designates those portions of fund equity which are segregated for specific future use or which do not represent available expendable resources and therefore are not available for appropriations for expenditures. Unreserved fund balance indicates that portion of fund equity which is available for appropriation in future periods. Fund balance designations are established for encumbrances and budget stabilization.

Investment in Capital Assets, Net of Related Debt – Is the component of net assets that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unspent proceeds, that is directly attributable to the acquisition, construction or improvement of these capital assets.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

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

***K. Use of Estimates***

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

**NOTE 3 – CASH AND CASH EQUIVALENTS**

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

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

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

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

The following is a description of the School's deposit and investment risks:

*Custodial Credit Risk* – The risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2009, \$12,120,497 of the School's bank balance of \$12,370,497 was exposed to custodial credit risk; however, this balance is fully collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name. The School's deposits have a carrying amount of \$1,558,460 as of June 30, 2009.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 4 – RECEIVABLE FROM / PAYABLE TO OTHER GOVERNMENTS**

Amounts due from other governments represent receivables earned by the School. Amounts due to other governments represent payables for revenues received but not expended by the School or for goods and services provided. At June 30, 2009, the following amounts were receivable/payable from/to other governmental units.

	<u>Receivable</u>	<u>Payable</u>
Governmental Units:		
State - grant programs	\$ 289,504	\$ 708,225
Federal - grant programs	786,827	-
Local Educational Agencies, net of allowance	11,730,424	-
IDEA, Part B - grant program	-	36,969
Totals	<u>\$ 12,806,755</u>	<u>\$ 745,194</u>

Allowance for Doubtful Accounts

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of LEAs to make required payments. Based on management's assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was \$270,000 as of June 30, 2009.

**NOTE 5 – OTHER RECEIVABLES**

This balance consists of various items originating prior to the fiscal year ended June 30, 2008. The School engaged in numerous transactions with the LPPAC, a nonprofit 501(c) (3) organization. LPPAC provided the School an arts program that was available to all PA Cyber students and rental of space. As of June 30, 2009, the LPPAC is to reimburse the School \$229,457. The amount has been recorded as an other receivable in the government-wide statement of activities and governmental fund balance sheet.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 6 – PROPERTY, PLANT AND EQUIPMENT**

A summary of fixed assets recorded as of June 30, 2009 is as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Capital assets, being depreciated:				
Buildings and Improvements	\$ 2,509,582	\$ 186,812	\$ -	\$ 2,696,394
Furniture and Equipment	3,872,931	271,964	(664,804)	3,480,091
Computer Equipment	<u>16,232,823</u>	<u>3,895,779</u>	<u>(4,417,915)</u>	<u>15,710,687</u>
Total capital assets, being depreciated	<u>22,615,336</u>	<u>4,354,555</u>	<u>(5,082,719)</u>	<u>21,887,172</u>
Accumulated depreciation for:				
Buildings and Improvements	(346,244)	(110,921)		(457,165)
Furniture and Equipment	(2,512,760)	(482,511)	664,804	(2,330,467)
Computer Equipment	<u>(7,104,958)</u>	<u>(4,281,932)</u>	<u>4,413,805</u>	<u>(6,973,085)</u>
Total accumulated depreciation	<u>(9,963,962)</u>	<u>(4,875,364)</u>	<u>5,078,609</u>	<u>(9,760,717)</u>
Governmental activities capital assets, net:	<u>\$ 12,651,374</u>	<u>\$ (520,809)</u>	<u>\$ (4,110)</u>	<u>\$ 12,126,455</u>

Depreciation expense of \$4,875,364 for the fiscal year ended June 30, 2009 was not allocated to the various functions because the property, plant and equipment serves all functions of the School.

**NOTE 7 – NOTES RECEIVABLE**

On June 30, 2009, the school and the LPPAC agreed to cancel the prepaid lease originally signed in May 2005. Additionally, the LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 over a period of twenty four years through June 30, 2034. As of June 30, 2009, the balance of this note receivable is \$8,500,000.

**NOTE 8 – CREDIT LINE PAYABLE**

The School had a credit line with a bank for short-term financing needs. The maximum borrowing amount of the credit line was \$12,000,000 as of 6/30/09. The credit line was payable upon demand, and was to renew annually. Interest is charged at the Bank's floating prime rate plus one percent (1.00%). At June 30, 2009 the rate charged amounted to 4.25%. During the fiscal year ended June 30, 2009, the School requested credit line advances totaling \$12,000,000 and made repayments on the credit line totaling \$12,000,000. As of June 30, 2009 there was no outstanding obligation on the credit line.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 9 – CAPITAL LEASES**

The School currently holds two (2) capital lease obligations with Huntington Bank for the acquisition of computer equipment used for educational and instructional purposes. The following is a summarization of lease purchase obligations capitalized and currently being serviced by the General Fund of the School. Long-term liability for the year ended June 30, 2009 is as follows:

	<u>Interest</u> <u>Rate</u>	<u>Beginning</u> <u>Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Due Within</u> <u>One Year</u>
Governmental Activities:						
Obligations under capital leases:						
Lease # 1346	4.99%	\$ 40,024	\$ -	\$ 40,024	\$ -	\$ -
Lease # 1575	4.98%	51,247	-	51,247	-	-
Lease # 9853	5.65%	350,822	-	350,822	-	-
Lease # 37966-001	8.00%	1,984,865	-	1,689,891	294,974	294,974
Lease # 37966-002	6.48%	<u>2,768,314</u>	<u>2,919,988</u>	<u>5,441,142</u>	<u>247,160</u>	<u>247,160</u>
Total obligations under capital leases:		<u>\$ 5,195,272</u>	<u>\$ 2,919,988</u>	<u>\$ 7,573,126</u>	<u>\$ 542,134</u>	<u>\$ 542,134</u>

The assets acquired through capital leases are as follows:

Equipment	\$ 12,912,848
Less: accumulated depreciation	<u>(8,678,180)</u>
Total	<u>\$ 4,234,668</u>

Amortization of leased equipment is included in depreciation expense.

The future minimum lease obligations and the net present value of these minimum lease payments as of June, 30, 2009 were as follows:

Year Ending June 30, 2009	<u>\$ 561,593</u>
Total minimum lease payments	561,593
Less: amount representing interest	<u>19,459</u>
Present value of minimum lease payments	<u>\$ 542,134</u>

**NOTE 10 - OPERATING LEASES - LESSEE**

PA Cyber has five operating leases for office space that expire at various dates through October 2019, with optional renewable terms. In addition, there are multiple office equipment leases

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 10 - OPERATING LEASES – LESSEE - CONTINUED**

with terms extending thru June, 2014. Rental expense for these leases totaled \$864,766 for the year ended June 30, 2009.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2009, are:

Year Ending June 30:	
2010	\$ 963,030
2011	775,501
2012	741,747
2013	724,330
2014	611,656
2015 - 2019	<u>2,021,843</u>
Total Minimum Payments Required	<u>\$ 5,838,107</u>

**NOTE 11 – FUND BALANCE DESIGNATIONS/RESERVATIONS**

Fund balance designations/reservations are used to indicate that a portion of the total fund balance is not appropriable for expenditure because some underlying net assets are not available as financial resources for specific future use. As of June 30, 2009, the School had fund balance designations in the amount of \$7,899,447:

Designations represent the segregation of a portion of fund balance that is obligated for future obligations. As of June 30, 2009, designations consisted of the following:

Designation for healthcare premiums	\$3,313,553
Designation for Retirement (PSERS) Contributions	<u>4,585,892</u>
Total Designated Fund Balance	<u>\$7,899,445</u>

A fund balance designation is used to indicate that a portion of the unreserved fund balance has been segregated for tentative managerial plans that are subject to change and are not legally authorized, or the need to use financial resources in a future period for some purpose.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 12 – COMMITMENTS**

**Prepaid Lease**

In May 2005, the School entered into a lease agreement with the LPPAC for the use of space within the LPPAC. The facilities include 88,000 rentable square feet and the School has exclusive use of a portion of the facilities and first priority use of the space containing classrooms, office space, storage, and performance areas.

The lease offered the option of annual payments of \$947,692 for 20 years totaling \$18,953,840 or \$10,000,000 paid in advance. The School opted for the advance payment option. The 20 year lease commences April 1, 2005. As of June 30, 2009, the lease prepayments totaled \$8,500,000. Rent expense in the amount of \$500,000 has been recorded in the 2009 government-wide Statement of Activities.

On June 30, 2009, this prepaid lease was cancelled and arrangements were made for the LPPAC to repay the School.

**Management Agreement**

On August 26, 2005 the School entered into a management agreement with the National Network of Digital Schools (NNDS). The management agreement was amended as of July 1, 2007 for a three year term and will automatically renew for successive one-year terms, unless terminated. Under the agreement, NNDS will provide the following services:

1. General business advice regarding operation and management of the School and its resources.
2. Negotiate agreements on behalf of the School to carry out and implement the purpose of the School.
3. Assist the School with accounting records and operational policies.
4. Provide assistance to the School with legal counsel and auditors as may be required.
5. Provide staff development and human resource services.
6. Marketing School services for the purpose of increasing enrollment.
7. Procurement, shipping and transportation service.
8. Provide physical plant and information technology services.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 12 – COMMITMENTS - CONTINUED**

Fees per the contract are based on 12% of the School's gross revenue less investment income, gifts or endowment revenue. Total charges under the contract for the fiscal year ending June 30, 2009 were \$9,639,675.

**NOTE 13 – RETIREMENT PLANS/OTHER POSTEMPLOYMENT BENEFITS**

Plan Description: The Pennsylvania Cyber Charter School contributes to the Public School Employees' Retirement System (PSERS); a Governmental cost sharing multiple employer defined benefit pension plan administered by the PSERS Board of Trustees under the authority of the Public School Employees' retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa. C.S. 8101-8535). PSERS provides retirement and disability, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The PSERS issues a publicly available comprehensive annual financial report that may be obtained by writing to Barbara D. Flurie, Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125. The publication is also available on the PSERS website at:

*<http://www.psers.state.pa.us/publications/cafr/index.htm>*

Funding Policy: Active members who joined the system prior to July 22, 1983, are required to contribute 5.25% (Membership Class TC) or at 6.50 % (Membership Class TD) of the qualifying compensation. Members who joined the System on or after July 22, 1983 and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class TC) or at 7.50% (Membership Class TD) of the member's qualifying compensation. Members who joined the System after June 30, 2001 contribute at 7.50% (automatic Membership Class TD). For all new hires and for members who elected Class TD membership, the higher contribution rates began with service rendered on or after January 1, 2002. The School is required to contribute at an actuarially determined rate. The rates applied to annual covered payroll were 4.76% at June 30, 2009, and 7.13% at June 30, 2008. The 4.76% at June 30, 2009 is composed of a pension contribution rate of 4.00% for pension benefits and .76% for healthcare insurance premium assistance. The School's contributions to PSERS for the years ended June 30, 2009 and June 30, 2008 were \$902,817 and \$911,551 respectively.

**NOTE 14 - CONTINGENCIES**

**Litigation**

The School is involved in legal proceedings, claims and litigation arising for the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 14 - CONTINGENCIES - CONTINUED**

The School is potentially liable for any expenditure that may be disallowed pursuant to the terms of grant programs. Management is not aware of any material items of noncompliance, which would result in the disallowance of program expenditures.

**Grants**

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2009.

**NOTE 15 – RISK MANAGEMENT**

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

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

Liability balance - July 1, 2008	\$ <u>          -</u>
Incurred claims and estimates	2,203,318
Less:	
Claims paid during the period	<u>(2,043,813)</u>
Liability balance - June 30, 2009	\$ <u>159,505</u>

**NOTE 16 – POST-RETIREMENT HEALTH INSURANCE BENEFITS**

The School sponsors a single employer defined benefit “other post-employment benefit” (OPEB) plan. Benefits have been approved under the “2008 Administrative Retirement Incentive Plan.” Under this plan, retirees who meet certain age and service requirements may elect coverage for themselves and their spouse until they reach age 65 or three years, whichever comes first. Should the retiree not be eligible for Medicare at the end of the three year period, the retiree may elect to stay on the School’s health care plan at his/her expense until the retiree reaches

PENNSYLVANIA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

**NOTE 16 – POST-RETIREMENT HEALTH INSURANCE BENEFITS - CONTINUED**

Medicare eligibility. The School currently pays an explicit subsidy equal to 100% of the blended (active and retired) premium, plus the implicit subsidy equal to the difference between the actual retiree cost and the blended rate.

Currently, these benefits are provided through the School's self-funded health insurance plan (self-insurance). The School recognizes the cost of providing benefits by expensing the actual claims paid by the self-insurance on a pay-as-you-go basis. There are no plans at this time to fund the OPEB liability and therefore there are no plan assets. For the fiscal year ended June 30, 2009, the cost of retiree health care for two participants was approximately \$38,000, of which all was paid by the School.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. The OPEB plan does not issue stand alone financial reports. As allowed by GASB Statement 45, the School elected to report the OPEB plan liability on a prospective basis.

The annual OPEB cost was determined as part of the actuarial valuation. Additional information as of the last actuarial valuations follows:

Annual OPEB Cost and Net OPEB Obligation	
Annual Required Contribution	\$ 75,393
Interest on the Net OPEB Obligation	-
Adjustment on the ARC	-
Annual OPEB Costs	<u>75,393</u>
Less Contributions made	<u>-</u>
Increase in Net OPEB Obligation	75,393
Net OPEB obligation - beginning of year	<u>-</u>
Net OPEB obligation - end of year	<u>\$ 75,393</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

**NOTE 16 – POST-RETIREMENT HEALTH INSURANCE BENEFITS - CONTINUED**

Valuation Date:	July 1, 2008
Actuarial Cost Method:	Entry Age Normal
Amortization Method:	Level Dollar
Remaining Amortization Period:	30 Years
Actuarial Assumptions:	
Investment rate of return	4.50%
Inflation rate	None
Health cost trend rates	Annual Increases in premium for retired medical prescription drug benefits are assumed to be as follows:

<u>Year After Valuation</u>	<u>Increase</u>
1	9%
2	9%
3	8%
4	7%
5	6%
6	6%
7 or more	5%

**NOTE 17 – SUBSEQUENT EVENTS**

On August 11, 2009, the School increased its line of credit with a bank to \$16,000,000. Bank advances on the credit line are payable on demand and carry an interest rate of prime plus 1%, currently 4.25%. The credit line is secured by the accounts receivable of the School.

On September 24, 2009, the School entered into a lease agreement for the lease of office space in Midland, Pennsylvania. The lease term is for five years, with total rental payments during the term of \$665,787. Additionally, the School shall have the option to purchase this property at any point during the term of this lease. If the School exercises this option, the purchase price shall be set in accordance with a fair market appraisal.

On October 12, 2009, the School approved a commitment letter from a bank in the amount of \$8,000,000 for a commercial temporary non-revolving time note to assist with short-term working capital needs. The loan shall carry an interest rate of prime plus 1%, currently 4.25%. The loan is secured by the accounts receivable of the School.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**LIST OF REPORT DISTRIBUTION**

**5 copies**                      Office of the Budget/Bureau of Audits  
Special Audit Services Division  
Forum Place – Eighth Floor  
555 Walnut Street  
Harrisburg, PA 17101

**1 copy**                         Federal Audit Clearinghouse  
Bureau of the Census  
1201 East 10th Street  
Jeffersonville, IN 47132

**Note: Must Include Data Collection Form**

**1 copy**                         Beaver County Prothonotary  
Beaver County Courthouse  
810 Third Street  
Beaver, PA 15009

**20 copies**                    Pennsylvania Cyber Charter School  
1200 Midland Avenue  
Midland, PA 15059

**1 copy**                         Malin, Bergquist & Company, LLP  
3605 McKnight East Drive  
Pittsburgh, PA 15237

**1 copy**                         Huntington Bank  
Third Street  
Beaver, PA 15009

PENNSYLVANIA CYBER CHARTER SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED JUNE 30, 2009

Federal Grantor/Project Title	Source Code	Federal CFDA Number	Pass Through Grantor's Number	Grant Period From-To	Program or Award Amount	Total Received For Year	Accrued (Deferred) Revenue @ 7/1/08	Revenue Recognized	Expenditures	Accrued (Deferred) Revenue @ 6/30/09
U.S. Department of Education										
Passed through the PA Department of Education:										
Title I Improving Basic Programs	I	84.010	013-090996-A	07/01/08-09/30/09	\$ 1,511,237	\$ 1,548,206	\$ -	\$ 1,511,237	\$ 1,511,237	\$ (36,969)
Title I Improving Basic Programs	I	84.010	013-080996	07/01/07-09/30/08	\$ 1,453,321	149,863	149,863	-	-	-
Title I - School Improvement Grant	I	84.010	042-090996	07/01/08-09/30/09	\$ 98,000	26,727	-	98,000	98,000	71,273
Title II - Improving Teacher Quality	I	84.367	020-090996	07/01/08-09/30/09	\$ 70,530	70,530	-	70,530	70,530	-
Total PA Department of Education							\$ 149,863	\$ 1,679,767	\$ 1,679,767	\$ 34,304
Passed through the Beaver Valley Intermediate Unit:										
IDEA	I	84.027	N/A	07/01/04-09/30/05	\$ 132,051	-	\$ (132,051)	\$ -	\$ -	\$ (132,051)
IDEA	I	84.027	N/A	07/01/05-09/30/06	\$ 198,285	-	(198,285)	-	-	(198,285)
IDEA	I	84.027	N/A	07/01/06-09/30/07	\$ 377,889	-	(377,889)	-	-	(377,889)
IDEA	I	84.027	N/A	07/01/07-9/30/08	\$ 513,696	\$ 513,696	513,696	-	-	-
IDEA	I	84.027	N/A	07/01/08-9/30/09	\$ 715,554	-	-	715,554	715,554	715,554
Total Intermediate Unit							\$ (194,529)	\$ 715,554	\$ 715,554	\$ 7,329
Total Federal Assistance							\$ (44,666)	\$ 2,395,321	\$ 2,395,321	\$ 41,633

Source Codes:  
 I-Indirect Funding  
 F-Federal Share  
 S-State Share

Footnotes:  
 \* Selected for testing

Percentage test rule calculation:  
 Total Expenditures per above

\$ 2,395,321

Title I Improving Basic Programs  
 Total Federal Expenditures

\$ 1,511,237

63% (High risk auditee 50% required)

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**NOTES TO THE SCHEDULE OF**

**EXPENDITURES OF FEDERAL AWARDS**

**NOTE 1 – BASIS OF ACCOUNTING**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Pennsylvania Cyber Charter School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**NOTE 2 – BUDGETARY DATA**

The School passed, and had approved by the appropriate agency, budgets for the fiscal year ending June 30, 2009 for all federal programs.



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## REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School as of and for the year ended June 30, 2009, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements and have issued our report thereon dated October 30, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

### Internal Control over Financial Reporting

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

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects Pennsylvania Cyber Charter School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of Pennsylvania Cyber Charter School's financial statements that is more than inconsequential will not be prevented or detected by Pennsylvania Cyber Charter School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by Pennsylvania Cyber Charter School's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses, as defined above.

### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Pennsylvania Cyber Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, non-compliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests did not disclose instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.



**Malin, Bergquist & Company, LLP**

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

However, we noted other matters involving the internal control over financial reporting that we have reported to management of the School in a separate letter dated October 30, 2009

This report is intended solely for the information and use of management, the Pennsylvania Cyber Charter School Board of Directors, others within the entity, and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

*Malin, Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
October 30, 2009



# Malin, Bergquist & Company, LLP

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### REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To the Board of Directors  
Pennsylvania Cyber Charter School

#### Compliance

We have audited the compliance of the Pennsylvania Cyber Charter School with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2009. The Pennsylvania Cyber Charter School's major federal programs are identified in the Summary of Auditor's Result section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the Pennsylvania Cyber Charter School's management. Our responsibility is to express an opinion on the Pennsylvania Cyber Charter School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Pennsylvania Cyber Charter School's compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Pennsylvania Cyber Charter School's compliance with those requirements.

In our opinion, the Pennsylvania Cyber Charter School complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2009.

#### Internal Control over Compliance

The management of the Pennsylvania Cyber Charter School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the Pennsylvania Cyber Charter School's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over compliance.



A *control deficiency* in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A *significant deficiency* is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A *material weakness* is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

However, we noted other matters involving the internal control over financial reporting that we have reported to management of the School in a separate letter dated October 30, 2009.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the Pennsylvania Cyber Charter School Board of Directors, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Malin, Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
October 30, 2009

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2009**

**A. SUMMARY OF AUDITOR'S RESULTS**

1. The auditor's report expresses an unqualified opinion on the financial statements of the Pennsylvania Cyber Charter School.
2. No significant deficiencies were disclosed during the audit of the financial statements.
3. No instances of noncompliance material to the financial statements of the Pennsylvania Cyber Charter School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies in internal control over major federal award programs were disclosed during the audit. No significant deficiencies in internal control over major federal award programs are reported as material weaknesses.
5. The auditor's report on compliance for the major federal award programs for the Pennsylvania Cyber Charter School expresses an unqualified opinion on all major federal programs.
6. Audit findings that are required to be reported in accordance with Section 510(a) of OMB Circular A-133 are reported in Part C of this Schedule.
7. The programs tested as major programs include:

TITLE I - CFDA No. 84.010
8. The threshold for distinguishing Types A and B programs was \$300,000 for major federal awards programs.
9. Pennsylvania Cyber Charter School did not qualify as a low-risk auditee for federal awards programs.

**B. FINDINGS - FINANCIAL STATEMENTS AUDIT**

None

**C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD AUDIT**

None

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2009**

**A. PRIOR YEAR FINDINGS – FINANCIAL STATEMENTS AUDIT**

None.

**B. PRIOR YEAR FINDINGS & QUESTIONED COSTS – MAJOR FEDERAL AWARD AUDIT**

None.

**Pennsylvania Cyber  
Charter School**  
Midland, Pennsylvania  
June 30, 2010

**AUDIT REPORT**



**Malin, Bergquist & Company, LLP**  
CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

PENNSYLVANIA CYBER CHARTER SCHOOL

MIDLAND, PA

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditor's Report .....	1-2
Management's Discussion and Analysis .....	i-vii
Statement of Net Assets .....	3
Statement of Activities .....	4
Balance Sheet – Governmental Funds.....	5
Reconciliation of the Governmental Funds Balance Sheet To the Statement of Net Assets .....	6
Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Fund Types.....	7
Reconciliation of the Governmental Funds – Statement of Revenues, Expenditures and Changes in Fund Balance to the Statement of Activities .....	8
Statement of Net Assets – Proprietary Fund .....	9
Statement of Revenues, Expenses and Changes in Fund Net Assets – Proprietary Fund .....	10
Statement of Cash Flows – Proprietary Fund.....	11
Statement of Revenues, Expenditures and Changes in Fund Balance, Budget and Actual – General Fund .....	12
Notes to the Financial Statements .....	13 - 24
<b>Single Audit Supplementary Reports</b>	
List of Report Distribution .....	25
Schedule of Expenditures of Federal Awards .....	26
Notes to the Schedule of Expenditures of Federal Awards .....	27

PENNSYLVANIA CYBER CHARTER SCHOOL

MIDLAND, PA

TABLE OF CONTENTS

Schedule of Funding Progress Other Post Employment Benefit..... 28

Report on Internal Control Over Financial Reporting and on  
Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance with *Government Auditing Standards* .....29 - 30

Report on Compliance with Requirements that Could Have a Direct and  
Material Effect on Each Major Program and on Internal Control Over Compliance in  
Accordance with OMB Circular A-133 .....31 - 32

Schedule of Findings and Questioned Costs ..... 33

Schedule of Prior Audit Findings..... 34



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## Independent Auditor's Report

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of and for the year ended June 30, 2010, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Pennsylvania Cyber Charter School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of June 30, 2010, and the respective changes in financial position, and cash flows, where applicable, and the respective budgetary comparison for the General Fund, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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



The management's discussion and analysis presented on pages i through vii is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Pennsylvania Cyber Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the Pennsylvania Cyber Charter School. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

*Malin, Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
October 27, 2010

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010**

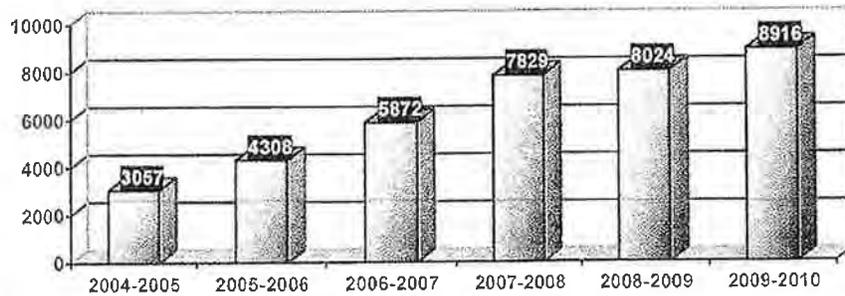
Our discussion and analysis of Pennsylvania Cyber Charter School's (The School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2010. Please review this information in conjunction with the School's financial statements that begin on page 3.

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

**FINANCIAL HIGHLIGHTS**

Bolstered by a reputation for providing Pennsylvania families with exceptional, student-centered service, The School continues to experience growth in enrollment during fiscal year 2009-2010.

**PA Cyber Charter School  
Student Enrollment**  
Source: LEA May Enrollment Summaries



The School's total assets exceeded total liabilities as of June 30, 2010 by \$44,610,972. As of June 30, 2010, the School reported an unreserved, undesignated ending fund balance was \$2,406,089 that may be used at the School's discretion. This amount equates to 3% of total General Fund Expenditures. The \$2,406,089 balance represents a \$1,126,588 or 32% decrease from the June 30, 2009 balance of \$3,532,677.

The School's governmental fund balance was \$13,821,346 as of June 30, 2010 and consisted of the following:

Designations for:

Increases in Healthcare premiums	\$ 3,133,440
Retirement (PSERS) Contributions	\$ 8,281,817

These designations represent the segregation of a portion of the fund balance indicating that assets equal to the amount are set aside for future rate changes and are, therefore, not available for appropriations.

Unreserved, Undesignated Fund Balance	\$2,406,089
---------------------------------------	-------------

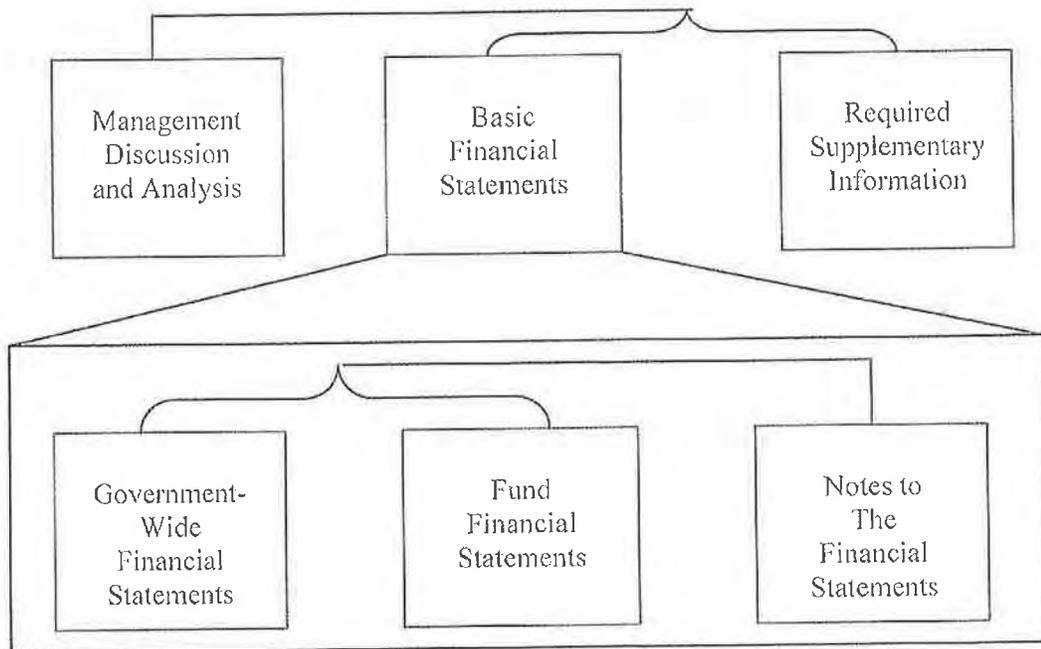
**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010**

**USING THE BASIC FINANCIAL STATEMENT REPORT**

This Basic Financial Statement Report consists of the Management Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Assets and Statement of Activities, on pages 3 and 4, provide information about the activities of the School as a whole and present a longer-term view of the School's financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The Fund Financial Statements also look at the School's most significant funds with all other non-major funds presented in total in one column. For Pennsylvania Cyber Charter School, the General Fund is the main operating fund. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

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

Figure A-1  
Required components of  
Pennsylvania Cyber Charter School's  
Financial Report



**REPORTING THE SCHOOL AS A WHOLE**

**Statement of Net Assets and the Statement of Activities**

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, "How did we do financially during Fiscal Year Ended June 30, 2010?" The Statement of Net Assets and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid.

PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010

**Statement of Net Assets and the Statement of Activities (Continued)**

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

**OVERVIEW OF FINANCIAL STATEMENTS**

**Government-Wide Statements**

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

The two government-wide statements report the School's net assets and how they have changed. Net assets, the difference between the School's assets and liabilities, are one way to measure the School's financial health or position.

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

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

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

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

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

**Fund Financial Statements**

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

*Governmental funds* – Most of the School's activities are reported in governmental funds, which focus on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the School's operations and the services it provides. Governmental fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is reflected in the reconciliations on pages 6 and 8.

**Fund Financial Statements (Continued)**

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010**

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

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

The School's total net assets were \$44,610,972 at June 30, 2010 and \$32,252,048 at June 30, 2009.

Table A-1  
Fiscal Years ended June 30, 2010 and June 30, 2009

	<u>June 30, 2010</u>	<u>June 30, 2009</u>
Current and other assets	\$ 20,112,553	\$ 15,162,779
Capital assets	20,791,753	12,126,455
Noncurrent assets	7,820,000	8,160,000
Total Assets	<u>48,724,306</u>	<u>35,449,234</u>
Current and other liabilities	4,113,334	3,197,186
Long-term liabilities	-	-
Total Liabilities	<u>4,113,334</u>	<u>3,197,186</u>
Net Assets:		
Invested in capital assets, net of related debt	20,791,753	11,584,321
Unrestricted	23,819,219	20,667,727
Total Net Assets	<u>44,610,972</u>	<u>32,252,048</u>
Total Liabilities and Net Assets	<u>\$ 48,724,306</u>	<u>\$ 35,449,234</u>

Most of the School's net assets are invested in capital assets (buildings, improvements and equipment) and accounts receivable from other governments (tuition due from local educational agencies for enrolled students). The remaining unrestricted net assets are undesignated amounts.

The results of this year's operations as a whole are reported in the Statement of Activities on Page 4. All expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are represented to determine the final amount of the School's activities that are supported by other general revenues. The largest general revenue is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (Continued)

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

Table A-2  
Changes in Net Assets  
Fiscal Years ended June 30, 2010, and 2009

<b>Revenues</b>	<u>June 30, 2010</u>	<u>June 30, 2009</u>
<u>Program revenues:</u>		
Operating grants and contributions	\$ 6,668,272	\$ 4,159,921
 <u>General Revenues:</u>		
Payments from local educational agencies	87,942,928	75,356,458
Investment earnings	14,129	23,488
Miscellaneous income	366,051	806,576
<b>Total revenues</b>	<u>94,991,380</u>	<u>80,346,443</u>
 <b>Expenses</b>		
Instruction	51,149,297	46,188,831
Support Services	26,513,677	20,381,032
Unallocated depreciation	4,510,905	4,875,364
Non-Instructional Services	458,577	1,246,151
<b>Total expenses</b>	<u>82,632,456</u>	<u>72,691,378</u>
<b>Increase (decrease) in net assets</b>	<u>12,358,924</u>	<u>7,655,065</u>
Net Assets, beginning	<u>32,252,048</u>	<u>24,596,983</u>
Net Assets, ending	<u>\$ 44,610,972</u>	<u>\$ 32,252,048</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010**

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

Tables A-3 and A-4 show the School's four largest functions—instructional programs, support programs, non-instructional programs and unallocated depreciation as well as each program's net cost (total cost less revenues generated by the activities). This table also shows the net costs offset by the other unrestricted grants, subsidies and contributions to show the remaining financial needs supported by local and other miscellaneous revenues. Prior year information is again provided to allow for a comparative analysis.

Table A-3  
Fiscal Year ended June 30, 2010  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Services	Net Cost of Services
Instruction	\$ 51,149,297	\$ 45,622,699
Support Services	26,513,677	25,400,188
Unallocated Depreciation	4,510,905	4,510,905
Non-Instructional Services	458,577	430,392
Total governmental activities	<u>\$ 82,632,456</u>	<u>\$ 75,964,184</u>
Total needs from local and other revenues		<u>\$ 75,964,184</u>

Table A-4  
Fiscal Year ended June 30, 2009  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Services	Net Cost of Services
Instruction	\$ 46,188,831	\$ 42,774,089
Support Services	20,381,032	19,666,886
Unallocated depreciation	4,875,364	4,875,364
Non-Instructional Services	1,246,151	1,215,118
Total governmental activities	<u>\$ 72,691,378</u>	<u>\$ 68,531,457</u>
Total needs from local and other revenues		<u>\$ 68,531,457</u>

**THE SCHOOL'S FUNDS**

The General Fund, which accounts for the School's operations, had an unreserved undesignated fund balance of \$2,406,089 as noted on page 5. This represents a decrease of \$1,126,588 from 2008-2009 operations.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010**

**General Fund Budgeting Highlights**

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

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of \$89,924,223. Actual revenues and other financing sources exceeded this budget amount by approximately \$5.4 million, due to student enrollment increases greater than anticipated. The expenditures were budgeted at \$89,924,223. Actual expenditures were more than budgeted, also, due to student enrollment increases greater than anticipated. A schedule showing the School's original and final budget amounts compared with amounts actually paid and received is provided on page 12.

**CAPITAL ASSET ADMINISTRATION**

**Capital Assets**

At June 30, 2010, the School's Governmental Activities had \$20,791,753 invested in a broad range of capital assets, including building improvements, furniture and equipment. This amount represents a net increase of \$8,665,298 from last year. The increase in capital assets is a result of significant purchases of computers and the purchase of two buildings during the year.

More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements.

**ECONOMIC FACTORS AND BUDGETS**

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

The rapid growth within the Pennsylvania Cyber Charter School puts additional burdens on the administration as each year requires increases to staff, educational programs, support services, and extracurricular activities to meet student needs and demand. Facilities must continually be updated and expanded to meet these enrollment trends. The need for additional staff working space is a continual concern.

**CONTACTING THE DISTRICT FINANCIAL MANAGEMENT**

Our financial report is designed to provide our citizens, taxpayers, parents, students, investors and creditors with a general overview of the School's finances and to show the School Board of Directors accountability for the money it receives. If you have questions about this report or wish to request additional financial information, contact Scott Antoline, Director of Finance and Compliance, at Pennsylvania Cyber Charter School, 1200 Midland Avenue, Midland Pennsylvania 15059.

PENNSYLVANIA CYBER CHARTER SCHOOL

STATEMENT OF NET ASSETS

AS OF JUNE 30, 2010

	<b>Governmental Activities</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 3,235,304
Intergovernmental Receivables	16,116,540
Other Receivables	72,649
Current Portion of Note Receivable	340,000
Prepaid Expenses	<u>348,060</u>
<b>Total Current Assets</b>	<u>20,112,553</u>
<b>Noncurrent Assets</b>	
Buildings and Improvements (net of depreciation)	8,997,612
Furniture & Equipment (net of depreciation)	1,392,289
Computer Equipment (net of depreciation)	10,401,852
Note Receivable	<u>7,820,000</u>
<b>Total Noncurrent Assets</b>	<u>28,611,753</u>
<b>TOTAL ASSETS</b>	<u>\$ 48,724,306</u>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Intergovernmental Payables	\$ 576,174
Accounts Payable	2,901,554
Retirement Payable	256,398
Accrued Salaries & Benefits	150,786
Other Accruals	<u>228,422</u>
<b>Total Current Liabilities</b>	<u>4,113,334</u>
<b>NET ASSETS</b>	
Invested in Capital Assets, Net of Related Debt	20,791,753
Unrestricted	<u>23,819,219</u>
<b>TOTAL NET ASSETS</b>	<u>\$ 44,610,972</u>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2010

Functions/Programs	Expenses	Program Revenues			Net (Expense)
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Revenue and Changes in Net Assets
					Governmental Activities
<b>Governmental Activities:</b>					
<b>Instruction:</b>					
Regular Instruction	\$ 41,625,539	\$ -	\$ 3,610,418	\$ -	\$ (38,015,121)
Special Instruction	9,523,758	-	1,916,180	-	(7,607,578)
Vocational Instruction	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-
Higher Education Programs	-	-	-	-	-
<b>Total Instructional Services</b>	<b>\$ 51,149,297</b>	<b>\$ -</b>	<b>\$ 5,526,598</b>	<b>\$ -</b>	<b>\$ (45,622,699)</b>
<b>Support Services:</b>					
Pupil Personnel	\$ 5,457,521	\$ -	317,139	\$ -	\$ (5,140,382)
Instructional Staff	1,033,884	-	392,961	-	(640,923)
Administration	2,391,149	-	133,031	-	(2,258,118)
Pupil Health	397,485	-	169,754	-	(227,731)
Business Services	14,838,428	-	44,141	-	(14,794,287)
Operation of Plant and Maintenance Services	1,662,322	-	-	-	(1,662,322)
Student Transportation Services	-	-	-	-	-
Support Services - Central	732,888	-	56,463	-	(676,425)
<b>Total Support Services</b>	<b>\$ 26,513,677</b>	<b>\$ -</b>	<b>\$ 1,113,489</b>	<b>\$ -</b>	<b>\$ (25,400,188)</b>
<b>Non-Instructional Services:</b>					
Student Activities	\$ 156,956	\$ -	\$ -	\$ -	\$ (156,956)
Food Services	-	-	-	-	-
Community Services	28,493	-	28,185	-	(308)
Facilities	4,399	-	-	-	(4,399)
Interest on Long-Term Debt	177,949	-	-	-	(177,949)
Other Expense	90,780	-	-	-	(90,780)
Unallocated Depreciation Expense	4,510,905	-	-	-	(4,510,905)
<b>Total Non-Instructional Services</b>	<b>\$ 4,969,482</b>	<b>\$ -</b>	<b>\$ 28,185</b>	<b>\$ -</b>	<b>\$ (4,941,297)</b>
<b>Total Governmental Activities</b>	<b>\$ 82,632,456</b>	<b>\$ -</b>	<b>\$ 6,668,272</b>	<b>\$ -</b>	<b>\$ (75,964,184)</b>
<b>General Revenues:</b>					
Payments from Local Educational Agencies				\$ 87,942,928	
Investment Earnings				14,129	
Miscellaneous Income				366,051	
<b>Total general revenues, special items, extraordinary items and transfers</b>				<b>\$ 88,323,108</b>	
<b>Change in Net Assets</b>				<b>\$ 12,358,924</b>	
<b>Net Assets—beginning</b>				<b>32,252,048</b>	
<b>Net Assets—ending</b>				<b>\$ 44,610,972</b>	

See Accompanying Notes to Financial Statements

PENNSYLVANIA CYBER CHARTER SCHOOL  
 BALANCE SHEET - GOVERNMENTAL FUNDS  
 AS OF JUNE 30, 2010

ASSETS	<u>General</u>
Cash and Cash Equivalents	\$ 1,366,283
Intergovernmental Receivables	16,116,540
Other Receivables	<u>72,649</u>
<b>TOTAL ASSETS</b>	<u>17,555,472</u>
<b>LIABILITIES AND FUND BALANCES</b>	
<b>LIABILITIES</b>	
Intergovernmental Payables	576,174
Accounts Payable	2,901,554
Retirement Payable	<u>256,398</u>
<b>TOTAL LIABILITIES</b>	<u>3,734,126</u>
<b>FUND BALANCES</b>	
Unreserved - Designated	11,415,257
Unreserved - Undesignated	<u>2,406,089</u>
<b>TOTAL FUND BALANCES</b>	<u>13,821,346</u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u>\$ 17,555,472</u>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL  
 RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
 TO THE STATEMENT OF NET ASSETS  
 AS OF JUNE 30, 2010

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS	\$	13,821,346
<p>Amounts reported for <i>governmental activities</i> in the statement of net assets are different because:</p> <p>Governmental funds report expenditures which relate to future periods as current year expenditures. However, these costs are deferred and recorded on the Statement of Net Assets</p>		
Prepaid Expense		240,000
<p>Capital Assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds.</p>		
Cost of Property and Equipment		33,256,538
Less Accumulated Depreciation		(12,464,785)
<p>Note receivable is utilized in the governmental activities as a financial resource and is not reported as an asset in the governmental fund.</p>		
Current portion		340,000
Long term portion		7,820,000
<p>Certain liabilities are not due and payable in the current period and therefore are not reported in the government funds.</p>		
Other Post Employment Benefits		(150,786)
<p>The internal service fund is used by management to account for medical benefits of the School's employees. The assets and liabilities of the internal service fund are included in the governmental activities in the statement of net assets.</p>		
		1,748,659
TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES	\$	44,610,972

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**GOVERNMENTAL FUND TYPES**  
**FOR THE YEAR ENDED JUNE 30, 2010**

	<u>General</u>
<b>REVENUES</b>	
Local Sources	\$ 90,341,474
State Sources	1,989,300
Federal Sources	<u>2,958,999</u>
<b>TOTAL REVENUES</b>	<u>95,289,773</u>
<b>EXPENDITURES</b>	
Instruction	57,012,661
Support Services	27,990,665
Non-Instructional Services	185,449
Miscellaneous	49,141
Capital Outlay	6,984,157
Debt Service	<u>720,083</u>
<b>TOTAL EXPENDITURES</b>	<u>92,942,156</u>
Excess (Deficiency) of Revenues Over Expenditures	2,347,617
<b>OTHER FINANCING SOURCES (USES)</b>	
Sale of Fixed Assets	<u>41,607</u>
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>41,607</u>
<b>NET CHANGE IN FUND BALANCES</b>	2,389,224
<b>FUND BALANCE - JULY 1, 2009</b>	<u>11,432,122</u>
<b>FUND BALANCE - JUNE 30, 2010</b>	<u>\$ 13,821,346</u>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL  
RECONCILIATION OF THE GOVERNMENTAL FUNDS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2010

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS	\$	2,389,224
<p>Amounts reported for governmental activities in the statement of activities are different because:</p> <p>Some expenditures reported in the governmental funds relate to future periods and, therefore, are not reported in the statement of activities.</p>		
Prepaid Expense		240,000
<p>Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.</p>		
Add: Capital Outlays - Net	13,176,203	
Less: Depreciation Expense	(4,510,905)	8,665,298
<p>The portion of the Notes Receivable which was collected in the current year is treated as revenue on the fund statements, while, on the government-wide statements, it is treated as a reduction to Notes Receivable.</p>		
		(340,000)
<p>Certain items reported in the Statement of Activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds.</p>		
Other Post Employment Expense		(75,393)
<p>The governmental funds report the repayment of long-term debt as an expenditure. However, in the government-wide financial statements, the repayment of long-term debt is treated as a reduction in liabilities on the Statement of Net Assets. This is the amount of principal repaid on the long-term debt during the fiscal year.</p>		
Reduction in Long-Term Debt		542,134
<p>The internal service fund is used by management to account for medical benefits of the School employees. The net gain of the activity of the internal service is reported with governmental activities.</p>		
		937,661
CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES	\$	12,358,924

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL

STATEMENT OF NET ASSETS

PROPRIETARY FUND

AS OF JUNE 30, 2010

	<b>Governmental Activities - Internal Service Fund</b>
	<b><u>Health Insurance Fund</u></b>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 1,869,021
Prepaid Expense	<u>108,060</u>
<b>Total Current Assets</b>	<u>1,977,081</u>
<b>TOTAL ASSETS</b>	<u>1,977,081</u>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Accrued Healthcare Costs	<u>228,422</u>
<b>Total Current Liabilities</b>	<u>228,422</u>
<b>NET ASSETS</b>	
Unrestricted	<u>1,748,659</u>
<b>TOTAL NET ASSETS</b>	<u>\$ 1,748,659</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 1,977,081</u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS**  
**PROPRIETARY FUND**  
**FOR THE YEAR ENDED JUNE 30, 2010**

	<b>Governmental            Activities - Internal            Service Fund  <u>Health Insurance</u>  <u>Fund</u></b>
<b>OPERATING REVENUES</b>	
Charges for Services	\$ <u>4,596,683</u>
Total Operating Revenue	<u>4,596,683</u>
<b>OPERATING EXPENSES</b>	
Cost of Services	3,011,832
Administrative	<u>647,190</u>
Total Operating Expenses	<u>3,659,022</u>
Net Income (Loss) Before Transfers	<u>937,661</u>
<b>OPERATING TRANSFERS</b>	
Transfers from General Fund	<u>-</u>
Change in Net Assets	937,661
<b>Net Assets - July 1, 2009</b>	<u>810,998</u>
<b>Net Assets - June 30, 2010</b>	<u>\$ 1,748,659</u>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL

STATEMENT OF CASH FLOWS

PROPRIETARY FUND

FOR THE YEAR ENDED JUNE 30, 2010

	<b>Governmental Activities - Internal Service Fund <u>Health Insurance Fund</u></b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Receipts from interfund services provided	\$ 4,596,683
Cash Payments to suppliers	<u>(3,590,105)</u>
Net Cash Provided (Used) By Operating Activities	<u>1,006,578</u>
Net Increase (Decrease) in Cash and Cash Equivalents	1,006,578
Cash and Cash Equivalents - July 1, 2009	<u>862,443</u>
Cash and Cash Equivalents - June 30, 2010	<u>\$ 1,869,021</u>
<b>Reconciliation of Operating Income (Loss) to Net Cash Provided by (Used for) Operating Activities</b>	
Operation Income (Loss)	<u>\$ 937,661</u>
<b>Change in operating assets and liabilities:</b>	
Accrued Healthcare Costs	<u>68,917</u>
Total Adjustments	<u>68,917</u>
Net Cash Provided by (Used for) Operating Activities	<u>\$ 1,006,578</u>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE, BUDGET AND ACTUAL

GENERAL FUND

FOR THE YEAR ENDED JUNE 30, 2010

	Budgeted Amounts		Actual (Budgetary Basis)	Variance with Final Budget Positive (Negative)	Budget to GAAP Difference	Actual Amounts GAAP basis
	Original	Final				
<b>REVENUES</b>						
Local revenues	\$ 84,144,318	\$ 84,144,318	\$ 90,341,474	\$ 6,197,156	\$ -	\$ 90,341,474
State program revenues	1,961,089	1,961,089	1,989,300	28,211	-	1,989,300
Federal program revenues	3,818,816	3,818,816	2,958,999	(859,817)	-	2,958,999
<b>TOTAL REVENUES</b>	<b>\$ 89,924,223</b>	<b>\$ 89,924,223</b>	<b>\$ 95,289,773</b>	<b>\$ 5,365,550</b>	<b>\$ -</b>	<b>\$ 95,289,773</b>
<b>EXPENDITURES</b>						
Regular Programs	\$ 51,987,577	\$ 51,987,577	\$ 47,432,133	\$ 4,555,444	\$ -	\$ 47,432,133
Special Programs	7,800,855	7,800,855	9,580,528	(1,779,673)	-	9,580,528
Vocational Programs	-	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-	-
Adult Education Programs	-	-	-	-	-	-
Community/Junior College Ed Programs	-	-	-	-	-	-
Personnel Services	5,198,928	5,198,928	5,575,468	(376,540)	-	5,575,468
Instructional Staff Services	865,631	865,631	1,047,532	(181,701)	-	1,047,532
Administrative services	2,389,912	2,389,912	2,429,571	(39,659)	-	2,429,571
Pupil Health	381,066	381,066	409,883	(28,817)	-	409,883
Business Services	11,883,826	11,883,826	14,853,599	(2,969,773)	-	14,853,599
Operation & Maintenance of Plant Services	233,633	233,633	2,433,220	(2,199,587)	-	2,433,220
Student Transportation Services	-	-	-	-	-	-
Central & Other Support Services	967,001	967,001	1,241,592	(274,591)	-	1,241,592
Food Services	-	-	-	-	-	-
Student Activities	83,649	83,649	156,956	(73,307)	-	156,956
Community services	10,614	10,614	28,493	(17,879)	-	28,493
Scholarships and Awards	-	-	-	-	-	-
Facilities Acquisition and Construction	4,500,000	4,500,000	6,984,157	(2,484,157)	-	6,984,157
Miscellaneous	-	-	49,141	(49,141)	-	49,141
Debt service	3,621,531	3,621,531	720,083	2,901,448	-	720,083
<b>TOTAL EXPENDITURES</b>	<b>\$ 89,924,223</b>	<b>\$ 89,924,223</b>	<b>\$ 92,942,136</b>	<b>\$ (3,017,933)</b>	<b>\$ -</b>	<b>\$ 92,942,136</b>
Excess (deficiency) of revenues over expenditures	\$ -	\$ -	\$ 2,347,617	\$ 2,347,617	\$ -	\$ 2,347,617
<b>OTHER FINANCING SOURCES (USES)</b>						
Sale of Fixed Assets	-	-	41,607	41,607	\$ -	\$ 41,607
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 41,607</b>	<b>\$ 41,607</b>	<b>\$ -</b>	<b>\$ 41,607</b>
Net change in fund balances	\$ -	\$ -	\$ 2,389,224	\$ 2,389,224	\$ -	\$ 2,389,224
<b>Fund balance—July 1, 2009</b>	<b>7,000,000</b>	<b>7,000,000</b>	<b>11,432,122</b>	<b>4,432,122</b>	<b>-</b>	<b>11,432,122</b>
<b>Fund balance—June 30, 2010</b>	<b>\$ 7,000,000</b>	<b>\$ 7,000,000</b>	<b>\$ 13,821,346</b>	<b>\$ 6,821,346</b>	<b>\$ -</b>	<b>\$ 13,821,346</b>

See Accompanying Notes to Financial Statements.

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2010

**NOTE 1 - REPORTING ENTITY**

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

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

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

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

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The School also applies Financial Accounting Standards Board (FASB) statements and interpretations issued on or before April 30, 1989, to its governmental and business-type activities and to its proprietary funds provided they do not conflict with or contradict GASB pronouncements. The more significant accounting policies of the School are described below.

*A. Basis of Presentation*

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

**Government-wide financial statements**—The statement of net assets and the statement of activities display information about the School as a whole. These statements include the financial activities of the primary government, except for fiduciary funds. The statements distinguish between those activities of the School that are governmental and those that are considered business-type activities.

The statement of net assets presents the financial condition of the governmental and business-type activities of the School at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental and business-type activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2010

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

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

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

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

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

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

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 180 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, arbitrage rebates, and post-employment healthcare benefits, are recorded only when payment is due.

The School reports the following major governmental fund:

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

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2010

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

Additionally, the School reports the following fund type:

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

Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and enterprise fund financial statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board. Governments also have the option of following subsequent private-sector guidance for their business-type activities and enterprise funds, subject to this same limitation. The School has elected not to follow subsequent private sector guidance.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are charges between the enterprise funds and various other functions of the government. Elimination of these charges would distort the direct costs and program revenues reported for the various functions concerned.

Amounts reported as program revenues include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes.

Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the proprietary funds are charges to customers for services. Operating expenses for enterprise and internal service funds include the cost of operations and maintenance, and depreciation on capital assets. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

*C. Budgetary Process*

The School passed an appropriated budget for the fiscal year ending June 30, 2010 with revenues totaling \$89,924,223 and expenditures totaling \$89,924,223.

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

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

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

PENNSYLVANIA CYBER CHARTER SCHOOL  
 NOTES TO THE FINANCIAL STATEMENTS  
 YEAR ENDED JUNE 30, 2010

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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

Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the School Board. Amendments are presented to the Board at their regular meetings. Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year-end as dictated by law.

*D. Deposits and Investments*

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

*E. Interfund Balances*

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables." These amounts are offset against each other in the governmental and business-type activities columns of the statement of net assets, except for amounts due to/from other funds which are not presented in the statement of net assets.

*F. Capital Assets*

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

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair market values as of the date received. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

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

<u>Description</u>	<u>Governmental Activities Estimated Lives</u>
Site Improvements	5-40 years
Buildings and Improvements	10-40 years
Furniture and Equipment	3-15 years

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2010

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

*G. Compensated Absences*

The School has no liability for compensated absences as of June 30, 2010.

*H. Accrued Liabilities and Long-Term Obligations*

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

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

*I. Net Assets*

Net assets represent the difference between assets and liabilities. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. The School applies restricted resources first when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.

*J. Fund Balance Designations*

The School designates those portions of fund equity which are segregated for specific future use or which do not represent available expendable resources and therefore are not available for appropriations for expenditures. Unreserved fund balance indicates that portion of fund equity which is available for appropriation in future periods. Fund balance designations are established for encumbrances and budget stabilization.

Investment in Capital Assets, Net of Related Debt -- Is the component of net assets that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unspent proceeds, that is directly attributable to the acquisition, construction or improvement of these capital assets.

*K. Use of Estimates*

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

PENNSYLVANIA CYBER CHARTER SCHOOL  
 NOTES TO THE FINANCIAL STATEMENTS  
 YEAR ENDED JUNE 30, 2010

**NOTE 3 – CASH AND CASH EQUIVALENTS**

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

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

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

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

The following is a description of the School's deposit and investment risks:

*Custodial Credit Risk* – The risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2010, \$11,267,178 of the School's bank balance of \$11,517,178 was exposed to custodial credit risk, however this balance is collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name. These deposits have a carrying amount of \$3,235,304 as of June 30, 2010.

**NOTE 4 – INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables earned by the School. At June 30, 2010, the following amounts were receivable from other governmental units.

	<u>Receivable</u>
Governmental Units:	
State - grant programs	\$ 297,505
Federal - grant programs	1,127,230
Local Educational Agencies, net of allowance	14,691,805
Totals	\$ 16,116,540

Allowance for Doubtful Accounts

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of LEAs to make required payments. Based on management's assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was \$261,686 as of June 30, 2010.

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2010

**NOTE 5 – PROPERTY, PLANT AND EQUIPMENT**

A summary of fixed assets recorded as of June 30, 2010 is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Capital assets, being depreciated:				
Buildings and Improvements	\$ 2,696,395	\$ 6,955,374	\$ -	\$ 9,651,769
Furniture and Equipment	3,480,091	662,171	-	4,142,262
Electronic Data Processing Equipment	<u>15,710,686</u>	<u>5,600,297</u>	<u>(1,848,476)</u>	<u>19,462,507</u>
Total capital assets, being depreciated	<u>21,887,172</u>	<u>13,217,842</u>	<u>(1,848,476)</u>	<u>33,256,538</u>
Accumulated depreciation for:				
Buildings and Improvements	(457,165)	(196,992)	-	(654,157)
Furniture and Equipment	(2,330,467)	(419,506)	-	(2,749,973)
Electronic Data Processing Equipment	<u>(6,973,085)</u>	<u>(3,894,407)</u>	<u>1,806,837</u>	<u>(9,060,655)</u>
Total accumulated depreciation	<u>(9,760,717)</u>	<u>(4,510,905)</u>	<u>1,806,837</u>	<u>(12,464,785)</u>
Governmental activities capital assets, net:	<u>\$ 12,126,455</u>	<u>\$ 8,706,937</u>	<u>\$ (41,639)</u>	<u>\$ 20,791,753</u>

Depreciation expense of \$4,510,905 for the fiscal year ended June 30, 2010 was not allocated to the various functions because the property, plant and equipment serves all functions of the School.

**NOTE 6 – NOTES RECEIVABLE**

On June 30, 2009, the school and The Lincoln Park Performing Arts Center (LPPAC) agreed to cancel a prepaid lease originally signed in May 2005. Additionally, LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 over a period of twenty four years through June 30, 2034. As of June 30, 2010, the balance of this note receivable is \$8,160,000.

**NOTE 7 – CREDIT LINE PAYABLE**

The School had a credit line with a bank for short-term financing needs. The maximum borrowing amount of the credit line was \$21,000,000 as of June 30, 2010. Interest is charged at prime plus .75%, currently 4%. The credit line is secured by the accounts receivable of the School. During the fiscal year ended June 30, 2010, the School requested credit line advances totaling \$16,000,000 and made payments on the credit line totaling \$16,000,000.

As of June 30, 2010 there was no outstanding obligation on the credit line.

PENNSYLVANIA CYBER CHARTER SCHOOL  
 NOTES TO THE FINANCIAL STATEMENTS  
 YEAR ENDED JUNE 30, 2010

**NOTE 8 – CAPITAL LEASES**

The School held two (2) capital lease obligations with Huntington Bank for the acquisition of computer equipment used for educational and instructional purposes during the year. The following is a summarization of lease purchase obligations capitalized and currently being serviced by the general fund of the School. Long-term liability for the year ended June 30, 2010 is as follows:

	Interest Rate	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Governmental Activities:						
Obligations under capital leases:						
Lease # 37966-001	8.00%	294,974	-	294,974	-	-
Lease # 37966-002	6.48%	247,160	-	247,160	-	-
Total obligations under capital leases:		<u>\$ 542,134</u>	<u>\$ -</u>	<u>\$ 542,134</u>	<u>\$ -</u>	<u>\$ -</u>

Amortization of leased equipment is included in depreciation expense.

The assets acquired through capital leases are as follows:

Equipment	\$ 7,961,768
Less: Accumulated Depreciation	(6,215,740)
Total	<u>\$ 1,746,028</u>

**NOTE 9 - OPERATING LEASES - LESSEE**

PA Cyber has nine operating leases for office space that expire at various dates through June 2015, with optional renewable terms. Rental expense for these leases totaled \$1,290,098 for the year ended June 30, 2010.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2010, are:

Year Ending June 30:	
2011	\$ 751,672
2012	646,930
2013	612,391
2014	516,867
2015	<u>488,663</u>
Total Minimum Payments Required	<u>\$ 3,016,523</u>

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2010

**NOTE 10 – FUND BALANCE DESIGNATIONS/RESERVATIONS**

Fund balance designations/reservations are used to indicate that a portion of the total fund balance is not appropriate for expenditure because some underlying net assets are not available as financial resources for specific future use. As of June 30, 2010, the School had fund balance designations in the amount of \$11,415,257:

Designations represent the segregation of a portion of fund balance that is obligated for future rate increases. As of June 30, 2010, designations consisted of the following:

Designation for healthcare premiums	\$ 3,133,440
Designation for Retirement (PSERS) Contributions	<u>8,281,817</u>
Total Designated Fund Balance	<u>\$ 11,415,257</u>

A fund balance designation is used to indicate that a portion of the unreserved fund balance has been segregated for tentative managerial plans that are subject to change and are not legally authorized, or the need to use financial resources in a future period for some purpose.

**NOTE 11 – COMMITMENTS**

**Management Agreement**

On August 26, 2005 the School entered into a management agreement with the National Network of Digital Schools (NNDS). The management agreement was amended as of July 1, 2010 for a five year term and will automatically renew for successive one-year terms thereafter, unless terminated. Under the agreement, NNDS will provide the following services:

1. General business advice regarding operation and management of the School and its resources.
2. Negotiate agreements on behalf of the School to carry out and implement the purpose of the School.
3. Assist the school with accounting records and operational policies.
4. Provide assistance to the School with legal counsel and auditors as may be required.
5. Provide staff development and human resource services.
6. Marketing School services for the purpose of increasing enrollment.
7. Procurement, shipping and transportation service.
8. Provide physical plant and information technology services.

Fees per the contract are based on 12% of the School's gross revenue less investment income, gifts or endowment revenue. Total charges under the contract for the fiscal year ending June 30, 2010 were \$11,373,683.

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2010

**NOTE 12 – RETIREMENT PLANS/OTHER POSTEMPLOYMENT BENEFITS**

Plan Description. The Pennsylvania Cyber Charter School contributes to the Public School Employees' Retirement System (PSERS); a Governmental cost sharing multiple employer defined benefit pension plan administered by the PSERS Board of Trustees under the authority of the Public School Employees' retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa. C.S. 8101-8535). PSERS provides retirement and disability, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The PSERS issues a publicly available comprehensive annual financial report that may be obtained by writing to Barbara D. Flurie, Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125. The publication is also available on the PSERS website at:

*<http://www.psers.state.pa.us/publications/cafr/index.htm>*

Funding Policy. Active members who joined the system prior to July 22, 1983, are required to contribute 5.25% (Membership Class TC) or at 6.50 % (Membership Class TD) of the qualifying compensation. Members who joined the System on or after July 22, 1983 and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class TC) or at 7.50% (Membership Class TD) of the member's qualifying compensation. Members who joined the System after June 30, 2001 contribute at 7.50% (automatic Membership Class TD). For all new hires and for members who elected Class TD membership, the higher contribution rates began with service rendered on or after January 1, 2002. The School is required to contribute at an actuarially determined rate. The rate applied to annual covered payroll was 4.78% at June 30, 2010. The 4.78% at June 30, 2010 is composed of a pension contribution rate of 4.00% for pension benefits and .78% for healthcare insurance premium assistance. The School's contributions to PSERS for the year ended June 30, 2010 was \$914,803.

**NOTE 13 - CONTINGENCIES**

**Litigation**

The School is involved in legal proceedings, claims and litigation arising for the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position.

The School is potentially liable for any expenditure that may be disallowed pursuant to the terms of grant programs. Management is not aware of any material items of noncompliance, which would result in the disallowance of program expenditures.

**Grants**

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2010.

PENNSYLVANIA CYBER CHARTER SCHOOL  
 NOTES TO THE FINANCIAL STATEMENTS  
 YEAR ENDED JUNE 30, 2010

**NOTE 14 – RISK MANAGEMENT**

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

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

Liability balance - July 1, 2009	\$	159,505
Incurred claims and estimates		3,080,749
Less:		
Claims paid during the period		(3,011,832)
Liability balance - June 30, 2010	\$	228,422

**NOTE 15 – POST-RETIREMENT HEALTH INSURANCE BENEFITS**

The School sponsors a single employer defined benefit “other post-employment benefit” (OPEB) plan. The benefits provided to retirees of the School include the option of continuing on the School’s health care plan available to the active employees at his/her own expense until the retiree reaches age 65. Under this plan, retirees who meet certain age and service requirements may elect coverage for themselves and their spouse until they reach age 65 or three years, whichever comes first. Should the retiree not be eligible for Medicare at the end of the three year period, the retiree may elect to stay on the School’s health care plan at his/her expense until the retiree reaches Medicare eligibility. The School currently pays an explicit subsidy equal to 100% of the blended (active and retired) premium, plus the implicit subsidy equal to the difference between the actual retiree cost and the blended rate. School-paid benefits have also been approved under the “2008 Administrative Retirement Incentive Plan” for two individuals. These two individuals have School-paid coverage for 3 years up to the employee/spouse level of coverage.

Currently, these benefits are provided through the School’s self-funded health insurance plan (self-insurance). The School recognizes the cost of providing benefits by expensing the actual claims paid by the self-insurance on a pay-as-you-go basis. There are no plans at this time to fund the OPEB liability and therefore there are no plan assets. For the fiscal year ended June 30, 2010, the cost of retiree health care for two participants was approximately \$30,725, of which all was paid by the School.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. The OPEB plan does not issue stand alone financial reports. As allowed by GASB Statement 45, the School elected to report the OPEB plan liability on a prospective basis.

PENNSYLVANIA CYBER CHARTER SCHOOL  
 NOTES TO THE FINANCIAL STATEMENTS  
 YEAR ENDED JUNE 30, 2010

**NOTE 15 – POST-RETIREMENT HEALTH INSURANCE BENEFITS** (continued)

The annual OPEB cost was determined as part of the actuarial valuation. Additional information as of the last actuarial valuations follows:

Annual OPEB Cost and Net OPEB Obligation	
Annual Required Contribution	\$ 75,393
Interest on the Net OPEB Obligation	-
Adjustment on the ARC	-
Annual OPEB Costs	\$ 75,393
Less Contributions made	-
Increase in Net OPEB Obligation	\$ 75,393
Net OPEB obligation - beginning of year	75,393
Net OPEB obligation - end of year	\$ 150,786

Valuation Date:	July 1, 2008
Actuarial Cost Method:	Entry Age Normal
Amortization Method:	Level Dollar
Remaining Amortization Period:	30 Years
Actuarial Assumptions:	
Investment rate of return	4.50%
Inflation rate	None
Health cost trend rates	Annual Increases in premium for retired medical prescription drug benefits are assumed to be as follows:

Year After Valuation	Increase
1	9%
2	9%
3	8%
4	7%
5	6%
6	6%
7 or more	5%

**NOTE 16 – PENDING GOVERNMENTAL ACCOUNTING STANDARDS BOARD PRONOUNCEMENTS**

In February 2009, the GASB issued Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions." This statement establishes fund balance classifications based primarily on the extent to which a government is bound by constraints imposed upon them. This statement is effective for periods beginning after June 15, 2010. The School has not determined the impact, if any, the application of the aforementioned statement will have on the School's financial statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**LIST OF REPORT DISTRIBUTION**

**1 copy** Office of the Budget/Bureau of Audits  
Special Audit Services Division  
Forum Place – Eighth Floor  
555 Walnut Street  
Harrisburg, PA 17101

**1 copy** Federal Audit Clearinghouse  
Bureau of the Census  
1201 East 10<sup>th</sup> Street  
Jeffersonville, IN 47132

Note: Must Include Data Collection Form

**1 copy** Beaver County Prothonotary  
Beaver County Courthouse  
810 Third Street  
Beaver, PA 15059

**20 copies** Pennsylvania Cyber Charter School  
1200 Midland Avenue  
Midland, PA 15059

**1 copy** Malin, Bergquist & Company, LLP  
3605 McKnight East Drive  
Pittsburgh, PA 15237

**1 copy** Huntington Bank  
Third Street  
Beaver, PA 15009

PENNSYLVANIA CYBER CHARTER SCHOOL DISTRICT  
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED JUNE 30, 2010

Source Code	Federal CFDA Number	Pass Through Grantor's Number	Grant Period From-To	Program or Award Amount	Total Received For Year	Accrued (Deferred) Revenue @ 7/1/09	Revenue Recognized	Expenditures	Accrued (Deferred) Revenue @ 6/30/10
						\$ (56,969)			\$ -
						39,867			-
						31,406			-
						\$ 1,692,078	1,692,078	1,692,078	301,115
						\$ 1,426,321	1,426,321	1,426,321	64,885
						\$ 140,600	140,600	140,600	18,747
						\$ 34,304	2,958,999	2,958,999	\$ 584,747
						\$ 715,554	827,173	827,173	\$ -
						\$ 413,587	897,800	897,800	413,586
						\$ 565,903	1,719,973	1,719,973	328,897
						\$ 749,858	4,678,972	4,678,972	\$ 1,127,250

Total P.A. Department of Education  
 Passed through the Beaver Valley Intermediate Unit # 27:  
 IDEA 1  
 IDEA 1  
 IDEA - ARRA 1  
 Total Intermediate Unit

Total Federal Assistance  
 Source Codes:  
 I=Indirect Funding  
 F=Federal Share  
 S=State Share

Percentage test rule calculation:  
 Total Expenditures per above

Title I Improving Basic Programs, IDEA & IDEA, ARRA  
 Total Federal Expenditures Tested = \$ 4,538,372

97%

PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE SCHEDULE OF  
EXPENDITURES OF FEDERAL AWARDS

**NOTE 1 – BASIS OF ACCOUNTING**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Pennsylvania Cyber Charter School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements on OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**NOTE 2 – BUDGETARY DATA**

The School passed, and had approved by the appropriate agency, budgets for the fiscal year ending June 30, 2010 for all federal programs.

PENNSYLVANIA CYBER CHARTER SCHOOL  
 REQUIRED SUPPLEMENTARY INFORMATION

SCHEDULE OF FUNDING PROGRESS  
 OTHER POST EMPLOYMENT BENEFIT  
 JUNE 30, 2010

Trend information gives an indication of the progress made in accumulating sufficient assets to pay benefits when due. Information in this schedule about funded status and funding progress is presented using the entry age actuarial cost method for that purpose. This information is intended to serve as a surrogate for the funding progress of the plan. The School has presented information from the first valuation, which was first required by Governmental Accounting Standards Board (GASB) Statement # 45. This information is presented prospectively. In subsequent years, the School will add to the schedule until six years of information is presented.

<u>Actuarial</u> <u>Valuation</u> <u>Date</u>	<u>Actuarial</u> <u>Value of</u> <u>Assets</u> <u>(AVA)</u>	<u>Actuarial</u> <u>Accrued</u> <u>Liability</u> <u>(AAL)</u>	<u>Unfunded</u> <u>AAL (UAAL)</u>	<u>Funded</u> <u>Ratio</u>	<u>Covered</u> <u>Payroll</u>	<u>UAAL as a</u> <u>Percentage</u> <u>of Covered</u> <u>Payroll</u>
7/1/2008	\$ -	\$270,651	\$ 270,651	0%	\$ 20,053,000	1.35%



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## REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School as of and for the year ended June 30, 2010, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements and have issued our report thereon dated October 27, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

### Internal Control over Financial Reporting

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

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

### Compliance and Other Matters

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



Malin, Bergquist & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

However, we noted other matters involving the internal control over financial reporting that we have reported to management of the School in a separate letter dated October 27, 2010.

This report is intended solely for the information and use of management, the Pennsylvania Cyber Charter School Board of Directors, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Malin, Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
October 27, 2010



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## REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To the Board of Directors  
Pennsylvania Cyber Charter School

### Compliance

We have audited the compliance of the Pennsylvania Cyber Charter School with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Pennsylvania Cyber Charter School's major federal programs for the year ended June 30, 2010. The Pennsylvania Cyber Charter School's major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the Pennsylvania Cyber Charter School's management. Our responsibility is to express an opinion on the Pennsylvania Cyber Charter School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Pennsylvania Cyber Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Pennsylvania Cyber Charter School's compliance with those requirements.

In our opinion, the Pennsylvania Cyber Charter School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2010.

### Internal Control over Compliance

Management of the Pennsylvania Cyber Charter School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the Pennsylvania Cyber Charter School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over compliance.



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

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

This report is intended solely for the information and use of management, the Pennsylvania Cyber Charter School Board of Directors, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Malin, Bergquist & Company, LLP*

Pittsburgh, Pennsylvania  
October 27, 2010

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2010**

**A. SUMMARY OF AUDITOR'S RESULTS**

1. The auditor's report expresses an unqualified opinion on the financial statements of the Pennsylvania Cyber Charter School.
2. No significant deficiencies were disclosed during the audit of the financial statements.
3. No instances of noncompliance material to the financial statements of the Pennsylvania Cyber Charter School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies in internal control over major federal award programs were disclosed during the audit. No significant deficiencies in internal control over major federal award programs are reported as material weaknesses.
5. The auditor's report on compliance for the major federal award programs for the Pennsylvania Cyber Charter School expresses an unqualified opinion on all major federal programs.
6. Audit findings that are required to be reported in accordance with Section 510(a) of OMB Circular A-133 are reported in Part C of this Schedule.
7. The programs tested as major programs include:

TITLE I, PART A CLUSTER	CFDA No. 84.010/84.389
SPECIAL EDUCATION CLUSTER (IDEA)	CFDA No. 84.027/84.391
8. The threshold for distinguishing Types A and B programs was \$300,000 for major federal awards programs.
9. Pennsylvania Cyber Charter School qualifies as a low-risk auditee for federal awards programs.

**B. FINDINGS - FINANCIAL STATEMENTS AUDIT**

None

**C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD AUDIT**

None

PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2010

**A. PRIOR YEAR FINDINGS – FINANCIAL STATEMENTS AUDIT**

None.

**B. PRIOR YEAR FINDINGS & QUESTIONED COSTS – MAJOR FEDERAL AWARD AUDIT**

None.

**PENNSYLVANIA CYBER  
CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA  
JUNE 30, 2011**

PENNSYLVANIA CYBER CHARTER SCHOOL

MIDLAND, PA

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditor’s Report .....	1-2
Management’s Discussion and Analysis .....	i-vii
Statement of Net Assets .....	3
Statement of Activities .....	4
Balance Sheet – Governmental Funds.....	5
Reconciliation of the Governmental Funds Balance Sheet To the Statement of Net Assets .....	6
Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Fund Types.....	7
Reconciliation of the Governmental Funds – Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities .....	8
Statement of Net Assets – Proprietary Fund .....	9
Statement of Revenues, Expenses and Changes in Fund Net Assets – Proprietary Fund .....	10
Statement of Cash Flows – Proprietary Fund.....	11
Statement of Revenues, Expenditures and Changes in Fund Balance, Budget and Actual – General Fund .....	12
Notes to the Financial Statements .....	13 - 24
<b>Single Audit Supplementary Reports</b>	
List of Report Distribution .....	25
Schedule of Expenditures of Federal Awards .....	26
Notes to the Schedule of Expenditures of Federal Awards.....	27

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**MIDLAND, PA**

**TABLE OF CONTENTS**

Schedule of Funding Progress Other Post Employment Benefit..... 28

Report on Internal Control over Financial Reporting and on  
Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance with *Government Auditing Standards* .....29 - 30

Independent Auditors' Report on Compliance with Requirements that Could  
Have a Direct and Material Effect on Each Major Program and on Internal  
Control Over Compliance in Accordance with OMB Circular A-133 .....31 - 32

Schedule of Findings and Questioned Costs ..... 33

Schedule of Prior Audit Findings ..... 34



# Malin, Bergquist & Company, LLP

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## INDEPENDENT AUDITORS' REPORT

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of and for the year ended June 30, 2011, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Pennsylvania Cyber Charter School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of June 30, 2011, and the respective changes in financial position, and cash flows, where applicable, and the respective budgetary comparison for the General Fund, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 14, 2011, on our consideration of the Pennsylvania Cyber Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

(Continued)



Malin, Bergquist & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

INDEPENDENT AUDITORS' REPORT

*(Continued)*

The management's discussion and analysis and budgetary comparison information presented on pages i through vii and 12, are not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Pennsylvania Cyber Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the Pennsylvania Cyber Charter School. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

*Malin, Bergquist & Company, LLP*

Greensburg, Pennsylvania  
November 14, 2011

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2011**

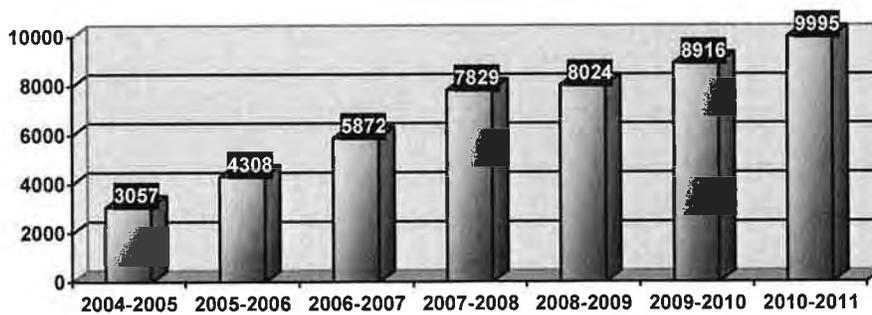
Our discussion and analysis of the Pennsylvania Cyber Charter School's (The School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2011. Please review this information in conjunction with the School's financial statements that begin on page 3.

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

**FINANCIAL HIGHLIGHTS**

Bolstered by a reputation for providing Pennsylvania families with exceptional, student-centered service, the School continued to experience growth in enrollment during fiscal year 2010-2011.

**Pennsylvania Cyber Charter School  
Student Enrollment**  
Source: LEA May Enrollment Summaries



The School's total assets exceeded total liabilities as of June 30, 2011 by \$51,863,685. As of June 30, 2011, the School reported an unassigned ending fund balance of \$3,878,009 that may be used at the School's discretion. This amount equates to 3.5% of total General Fund Expenditures. The \$3,878,009 balance represents a \$1,471,920 or 61% increase from the June 30, 2010 balance of \$2,406,089.

The School's governmental fund balance was \$14,019,936 as of June 30, 2011 and consisted of the following:

Assigned:	
Increases in Healthcare premiums	\$ 3,567,919
Retirement (PSERS) Contributions	\$ 6,574,008

These represent the segregation of a portion of the fund balance indicating that assets equal to the amount are set aside for future rate changes and are, therefore, not available for appropriations.

Unassigned	\$3,878,009
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**USING THE BASIC FINANCIAL STATEMENT REPORT**

This Basic Financial Statement Report consists of the Management Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Assets and Statement of Activities,

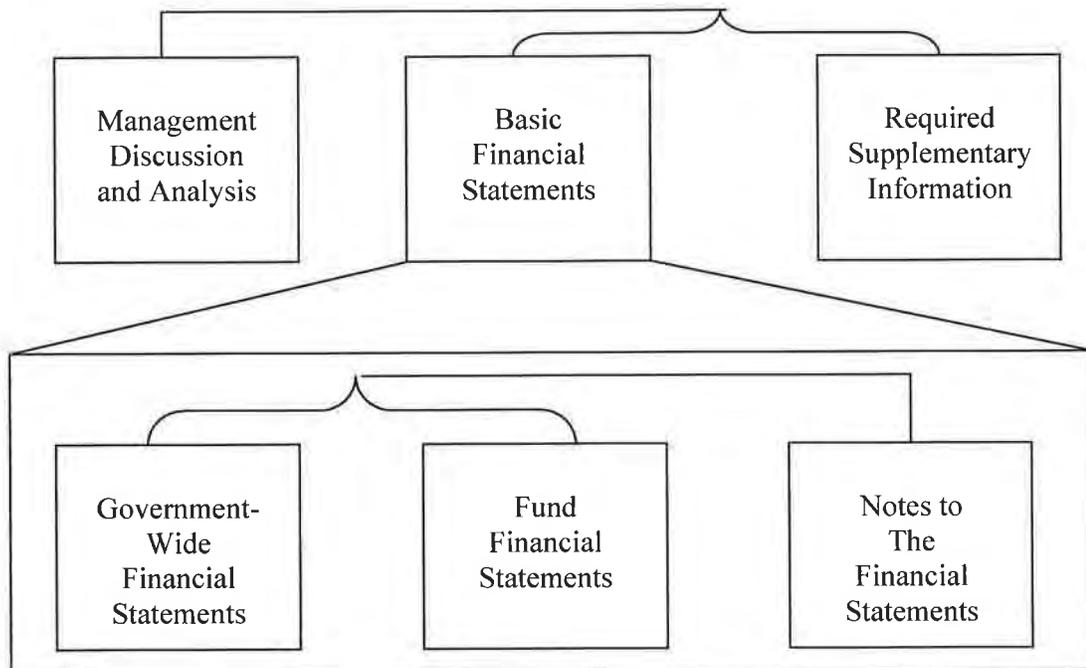
**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2011**

**USING THE BASIC FINANCIAL STATEMENT REPORT (CONTINUED)**

on pages 3 and 4, provide information about the activities of the School as a whole and present a longer-term view of the School's financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The Fund Financial Statements also look at the School's most significant funds with all other non-major funds presented in total in one column. For the School, the General Fund is the main operating fund. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

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

Figure A-1  
Required components of  
Pennsylvania Cyber Charter School's  
Financial Report



**REPORTING THE SCHOOL AS A WHOLE**

**Statement of Net Assets and the Statement of Activities**

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, "How did we do financially during Fiscal Year Ended June 30, 2011?" The Statement of Net Assets and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into accounts all of the current year's revenues and expenses regardless of when cash is received or paid.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2011**

**Statement of Net Assets and the Statement of Activities (Continued)**

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

**OVERVIEW OF FINANCIAL STATEMENTS**

**Government-Wide Statements**

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

The two government-wide statements report the School's net assets and how they have changed. Net assets, the difference between the School's assets and liabilities, are one way to measure the School's financial health or position.

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

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

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

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

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

**Fund Financial Statements**

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

*Governmental funds* – Most of the School's activities are reported in governmental funds, which focus on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the School's operations and the services it provides. Governmental fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is reflected in a reconciliations on pages 6 and 8.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2011**

**Fund Financial Statements (Continued)**

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

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

The School’s total net assets were \$51,863,685 at June 30, 2011 and \$44,610,972 at June 30, 2010.

Table A-1  
Fiscal Years ended June 30, 2011 and June 30, 2010

	<u>June 30, 2011</u>	<u>June 30, 2010</u>
Current and other assets	\$ 21,722,166	\$ 20,112,553
Capital assets	27,760,265	20,791,753
Noncurrent assets	<u>7,480,000</u>	<u>7,820,000</u>
Total Assets	<u><u>56,962,431</u></u>	<u><u>48,724,306</u></u>
Current and other liabilities	5,098,746	4,113,334
Long-term liabilities	-	-
Total Liabilities	<u><u>5,098,746</u></u>	<u><u>4,113,334</u></u>
Net Assets:		
Invested in capital assets, net of related debt	27,760,265	20,791,753
Unrestricted	<u>24,103,420</u>	<u>23,819,219</u>
Total Net Assets	<u><u>51,863,685</u></u>	<u><u>44,610,972</u></u>
Total Liabilities and Net Assets	<u><u>\$ 56,962,431</u></u>	<u><u>\$ 48,724,306</u></u>

Most of the School’s net assets are invested in capital assets (building improvements and equipment) and accounts receivable from other governments (tuition due from local educational agencies for enrolled students) The remaining unrestricted net assets are undesignated amounts.

The results of this year’s operations as a whole are reported in the Statement of Activities on page 4. All expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are represented to determine the final amount of the School’s activities that are supported by other general revenues. The largest general revenue is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2011**

**FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)**

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

Table A-2  
Changes in Net Assets  
Fiscal Years ended June 30, 2011, and 2010

<b>Revenues</b>	<u>June 30, 2011</u>	<u>June 30, 2010</u>
<b><u>Program revenues:</u></b>		
Operating grants and contributions	\$ 5,931,969	\$ 6,668,272
<b><u>General Revenues:</u></b>		
Payments from local educational agencies	102,751,035	87,942,928
Investment earnings	6,632	14,129
Miscellaneous income	392,315	366,051
<b>Total revenues</b>	<u>109,081,951</u>	<u>94,991,380</u>
<b>Expenses</b>		
Instruction	63,628,560	51,149,297
Support Services	32,447,596	26,513,677
Unallocated depreciation	5,363,747	4,510,905
Non-Instructional Services	389,335	458,577
<b>Total expenses</b>	<u>101,829,238</u>	<u>82,632,456</u>
<b>Increase (decrease) in net assets</b>	<u>7,252,713</u>	<u>12,358,924</u>
Net Assets, beginning	<u>44,610,972</u>	<u>32,252,048</u>
Net Assets, ending	<u>\$ 51,863,685</u>	<u>\$ 44,610,972</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2011**

**FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)**

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

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

Table A-3  
Fiscal Year ended June 30, 2011  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Service	Net Cost of Services
Instruction	\$ 63,628,560	\$ 58,991,938
Support Services	32,447,596	31,171,374
Unallocated Depreciation	5,363,747	5,363,747
Non-Instructional Services	389,335	370,210
Total governmental activities	<u>\$ 101,829,238</u>	<u>\$ 95,897,269</u>
Total needs from local and other revenues		<u>\$ 95,897,269</u>

Table A-4  
Fiscal Year ended June 30, 2010  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Service	Net Cost of Services
Instruction	\$ 51,149,297	\$ 45,622,699
Support Services	26,513,677	25,400,188
Unallocated depreciation	4,510,905	4,510,905
Non-Instructional Services	458,577	430,392
Total governmental activities	<u>\$ 82,632,456</u>	<u>\$ 75,964,184</u>
Total needs from local and other revenues		<u>\$ 75,964,184</u>

**THE SCHOOL'S FUNDS**

The General Fund, which accounts for the School's operations, had an unassigned fund balance of \$3,878,009 as noted on page 5. This represents an increase of \$1,471,920 from 2009-2010 operations.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2011**

**General Fund Budgeting Highlights**

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

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of \$109,823,708. Actual revenues and other financing sources were less than this budget amount by approximately \$400,000, due to lower than expected state grant revenue. The expenditures were budgeted at \$109,823,708. Actual expenditures were less than budgeted expenditures by approximately \$600,000, due to lower than expected grant funding. A schedule showing the School's original and final budget amounts compared with amounts actually paid and received is provided on page 12.

**CAPITAL ASSET AND DEBT ADMINISTRATION**

**Capital Assets**

At June 30, 2011, the School's Governmental Activities had \$27,760,265 invested in a broad range of capital assets, including building improvements, furniture and equipment and construction in progress. This amount represents a net increase of \$6,968,512 from last year. The increase in capital assets is primarily a result of new construction projects undertaken during the current fiscal year.

More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements.

**ECONOMIC FACTORS AND BUDGETS**

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

The rapid growth within the School puts additional burdens on the administration as each year requires increases to staff, educational programs, support services, and extracurricular activities to meet student needs and demand. Facilities must continually be updated and expanded to meet these enrollment trends. The need for additional staff working space is a continual concern.

**CONTACTING THE DISTRICT FINANCIAL MANAGEMENT**

Our financial report is designed to provide our citizens, taxpayers, parents, students, investors and creditors with a general overview of the School's finances and to show the School Board of Directors accountability for the money it receives. If you have questions about this report or wish to request additional financial information, contact Scott Antoline, Chief Financial Officer, at Pennsylvania Cyber Charter School, 1200 Midland Avenue, Midland, Pennsylvania 15059.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF NET ASSETS  
AS OF JUNE 30, 2011**

<b>ASSETS</b>	<b>Governmental <u>Activities</u></b>
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 3,697,087
Intergovernmental Receivables	17,337,124
Other Receivables	347,955
Current Portion of Note Receivable	<u>340,000</u>
<b>Total Current Assets</b>	<u>21,722,166</u>
<b>Noncurrent Assets</b>	
Land	751,675
Construction in Progress	6,404,504
Building and Improvements (net of depreciation)	7,334,647
Furniture & Equipment (net of depreciation)	1,203,144
Computer Equipment (net of depreciation)	12,066,295
Note Receivable	<u>7,480,000</u>
<b>Total Noncurrent Assets</b>	<u>35,240,265</u>
<b>TOTAL ASSETS</b>	<u>56,962,431</u>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Intergovernmental Payables	377,889
Accounts Payable	3,043,015
Retirement Payable	343,011
Accrued Salaries & Benefits	651,655
Retainage Payable	161,449
Other Accruals	<u>521,727</u>
<b>Total Current Liabilities</b>	<u>5,098,746</u>
<b>NET ASSETS</b>	
Invested in Capital Assets, Net of Related Debt	27,760,265
Unrestricted	<u>24,103,420</u>
<b>TOTAL NET ASSETS</b>	<u><u>\$ 51,863,685</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2011**

<b>Functions/Programs</b>	<b>Expenses</b>	<b>Program Revenues</b>			<b>Net (Expense)</b>
		<b>Charges for Services</b>	<b>Operating Grants and Contributions</b>	<b>Capital Grants and Contributions</b>	<b>Revenue and Changes in Net Assets</b>
					<b>Governmental Activities</b>
<b>Governmental Activities:</b>					
Instruction:					
Regular Instruction	\$ 51,372,678	\$ -	\$ 3,150,570	\$ -	\$ (48,222,108)
Special Instruction	12,255,882	-	1,486,052	-	(10,769,830)
Vocational Instruction	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-
Higher Education Programs	-	-	-	-	-
<b>Total Instructional Services</b>	<b>63,628,560</b>	<b>-</b>	<b>4,636,622</b>	<b>-</b>	<b>(58,991,938)</b>
Support Services:					
Pupil Personnel	6,614,143	-	422,278	-	(6,191,865)
Instructional Staff	1,533,982	-	353,700	-	(1,180,282)
Administration	2,857,160	-	171,330	-	(2,685,830)
Pupil Health	419,587	-	221,197	-	(198,390)
Business Services	17,510,382	-	45,755	-	(17,464,627)
Operation of Plant and Maintenance Service	2,247,331	-	-	-	(2,247,331)
Student Transportation Services	-	-	-	-	-
Support Services - Central	1,265,011	-	61,962	-	(1,203,049)
<b>Total Support Services</b>	<b>32,447,596</b>	<b>-</b>	<b>1,276,222</b>	<b>-</b>	<b>(31,171,374)</b>
Non-Instructional Services:					
Student Activities	149,057	-	-	-	(149,057)
Food Services	-	-	-	-	-
Community Services	20,334	-	19,125	-	(1,209)
Facilities	-	-	-	-	-
Interest on Long-Term Debt	209,556	-	-	-	(209,556)
Other Expense	10,388	-	-	-	(10,388)
Unallocated Depreciation Expense	5,363,747	-	-	-	(5,363,747)
<b>Total Non-Instructional Services</b>	<b>5,753,082</b>	<b>-</b>	<b>19,125</b>	<b>-</b>	<b>(5,733,957)</b>
<b>Total Governmental Activities</b>	<b>\$ 101,829,238</b>	<b>\$ -</b>	<b>\$ 5,931,969</b>	<b>\$ -</b>	<b>\$ (95,897,269)</b>
<b>General Revenues:</b>					
Payments from Local Educational Agencies					\$ 102,751,035
Investment Earnings					6,632
Gain on sale of fixed assets					51,408
Miscellaneous Income					340,907
<b>Total general revenues, special items and transfers</b>					<b>103,149,982</b>
<b>Change in Net Assets</b>					<b>7,252,713</b>
<b>Net Assets—beginning</b>					<b>44,610,972</b>
<b>Net Assets—ending</b>					<b>\$ 51,863,685</b>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
BALANCE SHEET - GOVERNMENTAL FUNDS  
AS OF JUNE 30, 2011**

<b>ASSETS</b>	<b><u>General</u></b>
Cash and Cash Equivalents	\$ 777,169
Intergovernmental Receivables	17,337,124
Other Receivables	<u>116,604</u>
<b>TOTAL ASSETS</b>	<b>\$ <u><u>18,230,897</u></u></b>
 <b>LIABILITIES AND FUND BALANCES</b>	
<b>LIABILITIES</b>	
Intergovernmental Payables	\$ 377,889
Accounts Payable	3,043,015
Accrued Salaries and Benefits	447,046
Retirement Payable	<u>343,011</u>
<b>TOTAL LIABILITIES</b>	<b><u>4,210,961</u></b>
 <b>FUND BALANCES</b>	
Assigned To:	
Future PSERS Retirement Rate Increases	6,574,008
Future Healthcare Cost Increases	3,567,919
Unassigned:	<u>3,878,009</u>
<b>TOTAL FUND BALANCES</b>	<b><u>14,019,936</u></b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ <u><u>18,230,897</u></u></b>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET ASSETS  
AS OF JUNE 30, 2011**

**TOTAL FUND BALANCES - GOVERNMENTAL FUNDS** \$ 14,019,936

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

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

Cost of all capital assets	42,058,453
Less Accumulated Depreciation	(14,298,188)

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

Current portion	340,000
Long term portion	7,480,000

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

Other Post Employment Benefits	(204,609)
Retainage Payable	(161,449)

The internal service fund is used by management to account for medical benefits of the School's employees.

The assets and liabilities of the internal service fund are included in the governmental activities in the statement of net assets.

2,629,542

**TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES** \$ 51,863,685

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUND TYPES  
FOR THE YEAR ENDED JUNE 30, 2011**

	<u>General</u>
<b>REVENUES</b>	
Local Sources	\$ 104,659,691
State Sources	2,545,847
Federal Sources	2,165,005
<b>TOTAL REVENUES</b>	<u>109,370,543</u>
 <b>EXPENDITURES</b>	
Instruction	69,518,737
Support Services	33,664,808
Non-Instructional Services	169,391
Miscellaneous	10,388
Capital Outlay	5,665,893
Debt Service	209,556
<b>TOTAL EXPENDITURES</b>	<u>109,238,773</u>
 <b>Excess (Deficiency) of Revenues Over Expenditures</b>	 131,770
 <b>OTHER FINANCING SOURCES (USES)</b>	
Sale of Fixed Assets	<u>66,820</u>
 <b>TOTAL OTHER FINANCING SOURCES (USES)</b>	 <u>66,820</u>
 <b>NET CHANGE IN FUND BALANCES</b>	 198,590
 <b>FUND BALANCE - JULY 1, 2010</b>	 <u>13,821,346</u>
 <b>FUND BALANCE - JUNE 30, 2011</b>	 \$ <u><u>14,019,936</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
RECONCILIATION OF THE GOVERNMENTAL FUNDS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2011**

<b>NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS</b>	<b>\$</b>	<b>198,590</b>
<p>Amounts reported for governmental activities in the statement of activities are different because:</p> <p>Some expenditures reported in the governmental funds relate to future periods and, therefore, are not reported in the statement of activities.</p>		
Prepaid Expense		(240,000)
<p>Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.</p>		
Add: Capital Outlays - Net	12,347,671	
Less: Depreciation Expense	(5,363,747)	6,983,924
<p>The portion of the Notes Receivable which was collected in the current year is treated as revenue on the fund statements, while, on the government-wide statements, it is treated as a reduction to Notes Receivable.</p>		
		(340,000)
<p>Certain items reported in the Statement of Activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds.</p>		
Other Post Employment Expense		(53,823)
Retainage Payable		(161,449)
Loss on disposition of fixed assets		(15,412)
<p>The internal service fund is used by management to account for medical benefits of the School employees. The net gain of the activity of the internal service is reported with governmental activities.</p>		
		880,883
<b>CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES</b>	<b>\$</b>	<b>7,252,713</b>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF NET ASSETS  
PROPRIETARY FUND  
AS OF JUNE 30, 2011**

	<b>Governmental Activities - Internal Service Fund <u>Health Insurance Fund</u></b>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 2,919,918
Accounts Receivable	231,351
Prepaid Expense	<u>-</u>
<b>Total Current Assets</b>	<u>3,151,269</u>
<b>TOTAL ASSETS</b>	<u>\$ 3,151,269</u>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Accrued Healthcare Costs	\$ <u>521,727</u>
<b>Total Current Liabilities</b>	<u>521,727</u>
<b>NET ASSETS</b>	
Unrestricted	<u>2,629,542</u>
<b>TOTAL NET ASSETS</b>	<u>2,629,542</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 3,151,269</u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS  
PROPRIETARY FUND  
FOR THE YEAR ENDED JUNE 30, 2011**

	<b>Governmental Activities - Internal Service Fund <u>Health Insurance Fund</u></b>
<b>OPERATING REVENUES</b>	
Charges for Services	\$ <u>5,566,161</u>
Total Operating Revenue	<u>5,566,161</u>
<b>OPERATING EXPENSES</b>	
Cost of Services	4,015,248
Administrative	<u>670,030</u>
<b>Total Operating Expenses</b>	<u>4,685,278</u>
Operating Income	<u>880,883</u>
<b>OPERATING TRANSFERS</b>	
Transfers from General Fund	<u>-</u>
Change in Net Assets	880,883
<b>Net Assets - July 1, 2010</b>	<u>1,748,659</u>
<b>Net Assets - June 30, 2011</b>	<u>\$ <u>2,629,542</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF CASH FLOWS  
PROPRIETARY FUND  
FOR THE YEAR ENDED JUNE 30, 2011**

	<b>Governmental Activities - Internal Service Fund <u>Health Insurance Fund</u></b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Receipts from interfund services provided	\$ 5,334,810
Cash Payments to suppliers	<u>(4,283,913)</u>
Net Cash Provided By Operating Activities	<u>1,050,897</u>
Net Increase in Cash and Cash Equivalents	1,050,897
Cash and Cash Equivalents - July 1, 2010	<u>1,869,021</u>
Cash and Cash Equivalents - June 30, 2011	<u><u>\$ 2,919,918</u></u>
 <b>Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities</b>	
Operating Income	\$ <u>880,883</u>
<b>Change in operating assets and liabilities:</b>	
Accounts Receivable	(231,351)
Prepaid Expense	108,060
Accrued Healthcare Costs	<u>293,305</u>
Total Adjustments	<u>170,014</u>
Net Cash Provided by Operating Activities	<u><u>\$ 1,050,897</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE, BUDGET AND ACTUAL**  
**GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2011**

	Budgeted Amounts		Actual (Budgetary Basis)	Variance with Final Budget Positive (Negative)	Budget to GAAP Difference	Actual Amounts GAAP basis
	Original	Final				
<b>REVENUES</b>						
Local revenues	\$ 104,879,060	\$ 104,879,060	\$ 104,659,691	\$ (219,369)	\$ -	\$ 104,659,691
State program revenues	3,085,048	3,085,048	2,545,847	(539,201)	-	2,545,847
Federal program revenues	1,839,600	1,839,600	2,165,005	325,405	-	2,165,005
<b>TOTAL REVENUES</b>	<b>109,803,708</b>	<b>109,803,708</b>	<b>109,370,543</b>	<b>(433,165)</b>	<b>-</b>	<b>109,370,543</b>
<b>EXPENDITURES</b>						
Regular Programs	57,017,361	57,017,361	57,166,685	(149,324)	-	57,166,685
Special Programs	9,855,505	9,855,505	12,352,052	(2,496,547)	-	12,352,052
Vocational Programs	-	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-	-
Adult Education Programs	-	-	-	-	-	-
Community/Junior College Ed Programs	-	-	-	-	-	-
Pupil Personnel Services	7,292,611	7,292,611	6,806,896	485,715	-	6,806,896
Instructional Staff Services	1,315,807	1,315,807	1,554,814	(239,007)	-	1,554,814
Administrative services	3,253,520	3,253,520	2,908,142	345,378	-	2,908,142
Pupil Health	416,991	416,991	434,921	(17,930)	-	434,921
Business Services	17,545,884	17,545,884	17,529,706	16,178	-	17,529,706
Operation & Maintenance of Plant Services	2,566,314	2,566,314	2,176,983	389,331	-	2,176,983
Student Transportation Services	-	-	-	-	-	-
Central & Other Support Services	2,110,492	2,110,492	2,253,346	(142,854)	-	2,253,346
Food Services	-	-	-	-	-	-
Student Activities	139,389	139,389	149,057	(9,668)	-	149,057
Community services	20,094	20,094	20,334	(240)	-	20,334
Scholarships and Awards	-	-	-	-	-	-
Facilities Acquisition and Construction	8,116,100	8,116,100	5,665,893	2,450,207	-	5,665,893
Miscellaneous	-	-	10,388	(10,388)	-	10,388
Debt service	173,640	173,640	209,556	(35,916)	-	209,556
<b>TOTAL EXPENDITURES</b>	<b>109,823,708</b>	<b>109,823,708</b>	<b>109,238,773</b>	<b>584,935</b>	<b>-</b>	<b>109,238,773</b>
Excess (deficiency) of revenues over expenditures	(20,000)	(20,000)	131,770	151,770	-	131,770
<b>OTHER FINANCING SOURCES (USES)</b>						
Sale or Compensation of Fixed Assets	20,000	20,000	66,820	46,820	-	66,820
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>20,000</b>	<b>20,000</b>	<b>66,820</b>	<b>46,820</b>	<b>-</b>	<b>66,820</b>
Net change in fund balances	-	-	198,590	198,590	-	198,590
<b>Fund balance--July 1, 2010</b>	<b>8,720,000</b>	<b>8,720,000</b>	<b>13,821,346</b>	<b>5,101,346</b>	<b>-</b>	<b>13,821,346</b>
<b>Fund balance--June 30, 2011</b>	<b>\$ 8,720,000</b>	<b>\$ 8,720,000</b>	<b>\$ 14,019,936</b>	<b>\$ 5,299,936</b>	<b>\$ -</b>	<b>\$ 14,019,936</b>

See Accompanying Notes to Financial Statements

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

**NOTE 1 - REPORTING ENTITY**

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

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

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

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

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The School also applies Financial Accounting Standards Board (FASB) statements and interpretations issued on or before April 30, 1989, to its governmental and business-type activities and to its proprietary funds provided they do not conflict with or contradict GASB pronouncements. The more significant accounting policies of the School are described below.

***A. Basis of Presentation***

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

**Government-wide financial statements**—The statement of net assets and the statement of activities display information about the School as a whole. These statements include the financial activities of the primary government, except for fiduciary funds. The statements distinguish between those activities of the School that are governmental and those that are considered business-type activities.

The statement of net assets presents the financial condition of the governmental and business-type activities of the School at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental and business-type activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that is required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business activity or governmental function is self-financing or draws from the general revenues of the School.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

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

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

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

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

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

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 180 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, arbitrage rebates, and post-employment healthcare benefits, are recorded only when payment is due.

The School reports the following major governmental fund:

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

Additionally, the School reports the following fund type:

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

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

Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and enterprise fund financial statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board. Governments also have the option of following subsequent private-sector guidance for their business-type activities and enterprise funds, subject to this same limitation. The School has elected not to follow subsequent private sector guidance.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are charges between the enterprise funds and various other functions of the government. Elimination of these charges would distort the direct costs and program revenues reported for the various functions concerned.

Amounts reported as program revenues include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes.

Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the proprietary funds are charges to customers for services. Operating expenses for enterprise and internal service funds include the cost of operations and maintenance, and depreciation on capital assets. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

***C. Budgetary Process***

The School passed an appropriated budget for the fiscal year ending June 30, 2011 with revenues totaling \$109,823,708 and expenditures totaling \$109,823,708.

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

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

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

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

Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the School Board. Amendments are presented to the Board at their regular meetings. Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year-end as dictated by law.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

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

***D. Deposits and Investments***

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

***E. Interfund Balances***

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables." These amounts are offset against each other in the governmental and business-type activities columns of the statement of net assets, except for amounts due to/from other funds which are not presented in the statement of net assets.

***F. Capital Assets***

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

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair market values as of the date received. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

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

<u>Description</u>	<u>Governmental Activities Estimated Lives</u>
Site Improvements	5-40 years
Buildings and Improvements	10-40 years
Furniture and Equipment	3-15 years

***H. Compensated Absences***

The School has no compensated absences as of June 30, 2011.

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

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

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

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

***J. Net Assets***

Net assets represent the difference between assets and liabilities. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. The School applies restricted resources first when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.

***K. Fund Balance Classifications***

The GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions (GASB 54) effective for reporting periods after June 15, 2010. The school has adopted GASB 54 as part of its 2010-11 fiscal year reporting. The intention of the GASB is to provide a more structured classification of fund balance and to improve the usefulness of fund balance reporting to the users of the School's financial statements. The reporting standard establishes a hierarchy for fund balance classifications and the constraints imposed on the users of those resources.

GASB 54 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items and inventories.

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

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

Committed – Fund balances that contain self-imposed constraints of the government from its highest level of decision making authority.

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

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

***L. Use of Estimates***

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

**NOTE 3 – CASH AND CASH EQUIVALENTS**

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

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

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

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

The following is a description of the School's deposit and investment risks:

*Custodial Credit Risk* – The risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2011, \$10,224,517 of the School's bank balance of \$10,488,560 was exposed to custodial credit risk, however this balance is collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name. These deposits have a carrying amount of \$3,697,087 as of June 30, 2011.

**NOTE 4 – INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables earned by the School. At June 30, 2011, the following amounts were receivable from other governmental units.

	<u>Receivable</u>
Governmental Units:	
State - grant programs	\$ 519,885
Federal - grant programs	3,291
Local Educational Agencies, net of allowance	16,813,948
Totals	\$ 17,337,124

**Allowance for Doubtful Accounts**

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of LEAs to make required payments. Based on management's assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was \$255,754 as of June 30, 2011.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

**NOTE 5 – PROPERTY, PLANT AND EQUIPMENT**

A summary of fixed assets recorded as of June 30, 2011 is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Capital assets, not being depreciated:				
Land	\$ 174,426	\$ 577,249	\$ -	\$ 751,675
Construction in progress	1,402,477	5,002,027	-	6,404,504
	<u>1,576,903</u>	<u>5,579,276</u>	<u>-</u>	<u>7,156,179</u>
Capital assets, being depreciated:				
Buildings and Improvements	8,074,866	195,313	-	8,270,179
Furniture and Equipment	4,142,262	195,660	(816,205)	3,521,717
Electronic Data Processing Equipment	19,462,507	6,377,422	(2,729,551)	23,110,378
Total capital assets, being depreciated	<u>31,679,635</u>	<u>6,768,395</u>	<u>(3,545,756)</u>	<u>34,902,274</u>
Accumulated depreciation for:				
Buildings and Improvements	(654,157)	(281,375)	-	(935,532)
Furniture and Equipment	(2,749,973)	(375,444)	806,844	(2,318,573)
Electronic Data Processing Equipment	(9,060,655)	(4,706,928)	2,723,500	(11,044,083)
Total accumulated depreciation	<u>(12,464,785)</u>	<u>(5,363,747)</u>	<u>3,530,344</u>	<u>(14,298,188)</u>
Total capital assets, being depreciated, net:	<u>19,214,850</u>	<u>1,404,648</u>	<u>(15,412)</u>	<u>20,604,086</u>
Governmental activities capital assets, net:	<u>\$ 20,791,753</u>	<u>\$ 6,983,924</u>	<u>\$ (15,412)</u>	<u>\$ 27,760,265</u>

Depreciation expense of \$5,363,747 for the fiscal year ended June 30, 2011 was not allocated to the various functions because the property, plant and equipment serves all functions of the School.

**NOTE 6 – NOTES RECEIVABLE**

On June 30, 2009, the School and the Lincoln Park Performing Arts Center (LPPAC) agreed to cancel a prepaid lease originally signed in May 2005. Additionally, LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 over a period of twenty-four years through June 30, 2034. As of June 30, 2011, the balance of this note receivable is \$7,820,000.

**NOTE 7 – CREDIT LINE PAYABLE**

The School had a credit line with a bank for short-term financing needs. The maximum borrowing amount of the credit line was \$21,000,000 as of June 30, 2011, with interest being charged at the bank Prime rate plus 0.75%. As of June 30, 2011 the interest rate on this line was 4.00%. The credit line is secured by the accounts receivable of the School. During the fiscal year ended June 30, 2011, the School requested credit line advances totaling \$21,000,000 and made payments on the credit line totaling \$21,000,000.

As of June 30, 2011 there was no outstanding obligation on the credit line.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

**NOTE 8 - OPERATING LEASES - LESSEE**

The School has ten operating leases for office space that expire at various dates through June 2016, with optional renewable terms. Rental expense for these leases totaled \$969,240 for the year ended June 30, 2011.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2011, are:

Year Ending June 30:	
2012	\$ 1,302,253
2013	1,197,907
2014	1,083,901
2015	997,467
2016	<u>126,766</u>
Total Minimum Payments Required	<u>\$ 4,708,294</u>

**NOTE 9 - COMMITMENTS**

**Management Agreement**

On August 26, 2005 the School entered into a management agreement with the National Network of Digital Schools (NNDS). The management agreement was amended as of July 1, 2010 for a five year term and will automatically renew for successive one-year terms thereafter, unless terminated. Under the agreement, NNDS will provide the following services:

1. General business advice regarding operation and management of the School and its resources.
2. Negotiate agreements on behalf of the School to carry out and implement the purpose of the School.
3. Assist the School with accounting records and operational policies.
4. Provide assistance to the School with legal counsel and auditors as may be required.
5. Provide staff development and human resource services.
6. Marketing School services for the purpose of increasing enrollment.
7. Procurement, shipping and transportation service.
8. Provide physical plant and information technology services.

Fees per the contract are based on 12% of the School's gross revenue less investment income, gifts or endowment revenue. Total charges under the contract for the fiscal year ending June 30, 2011 were \$13,058,836.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

**NOTE 9 – COMMITMENTS (continued)**

**Construction Loan**

The School entered into an open-ended construction mortgage to provide for financing needs in relation to the construction of a new building. The maximum borrowing amount of the mortgage was \$5,000,000. Interest is charged at a rate of LIBOR plus 2.50%. The mortgage is secured by the building being constructed. As of June 30, 2011, there was no outstanding obligation on the mortgage.

**NOTE 10 – RETIREMENT PLANS/OTHER POSTEMPLOYMENT BENEFITS**

Plan Description. The School contributes to the Public School Employees' Retirement System (PSERS); a Governmental cost sharing multiple employer defined benefit pension plan administered by the PSERS Board of Trustees under the authority of the Public School Employees' retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa. C.S. 8101-8535). PSERS provides retirement and disability, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The PSERS issues a publicly available comprehensive annual financial report that may be obtained by writing to Barbara D. Flurie, Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125. The publication is also available on the PSERS website at:

*<http://www.psers.state.pa.us/publications/general/cafr.htm>*

Funding Policy. Active members who joined the System prior to July 22, 1983, are required to contribute 5.25% (Membership Class TC) or at 6.25% (Membership Class TD) of the qualifying compensation. Members who joined the System on or after July 22, 1983 and who were active or inactive as of July 1, 2011, contribute at 6.5% (Membership Class TC) or at 7.5% (Membership Class TD) of the member's qualifying compensation. Those who become members for the first time on or after July 1, 2011 contribute at 7.5% (Membership Class TE) with "shared risk" contribution levels that may fluctuate between 7.5% and 9.5% or at 10.3% (Membership Class TF) with "shared risk" contribution levels that may fluctuate between 10.3% and 12.3%. The School is required to contribute at an actuarially determined rate. The rates applied to annual covered payroll were 5.64% at June 30, 2011, and 4.78% at June 30, 2010. The 5.64% at June 30, 2011 is composed of a pension contribution rate of 5.00% for pension benefits and .64% for healthcare insurance premium assistance. The School's contributions to PSERS for the year ended June 30, 2011 was \$1,316,082.

**NOTE 11 – FUND BALANCE REPORTING**

The School has classified its fund balances with the following hierarchy:

Nonspendable

As of June 30, 2011, the School does not have fund balances that are classified as nonspendable.

Spendable

The School has classified the spendable fund balances as Assigned and Unassigned and considered each to have been spent when expenditures are incurred. The School currently has no funds classified as Committed or Restricted.

*Assigned for PSERS* - The Chief Financial Officer has set aside certain spendable fund balance for the future, significant, scheduled increases in the PSERS employer contribution rate. At year end, the assigned fund balance to cover PSERS rate increases is \$6,574,008.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

**NOTE 11 – FUND BALANCE REPORTING (continued)**

*Assigned for Health Care* - The Chief Financial Officer has set aside certain spendable fund balance to cover projected increases in health care costs. At year end, the assigned fund balance to cover these projected rate increases is \$3,567,919.

*Unassigned* – As of June 30, 2011, the unassigned fund balance for the General Fund is \$3,878,009.

**NOTE 12 - CONTINGENCIES**

**Litigation**

The School is involved in legal proceedings, claims and litigation arising for the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position.

The School is potentially liable for any expenditure that may be disallowed pursuant to the terms of grant programs. Management is not aware of any material items of noncompliance, which would result in the disallowance of program expenditures.

**Grants**

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2011.

**NOTE 13 – RISK MANAGEMENT**

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

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

Liability balance - June 30, 2010	\$ 228,422
Incurred claims and estimates	4,308,553
Less:	
Claims paid during the period	<u>(4,015,248)</u>
Liability balance - June 30, 2011	<u>\$ 521,727</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**

**NOTE 14 – POST-RETIREMENT HEALTH INSURANCE BENEFITS**

The School sponsors a single employer defined benefit “other post-employment benefit” (OPEB) plan. The benefits provided to retirees of the School include the option of continuing on the School’s health care plan available to the active employees at his/her own expense until the retiree reaches age 65. Under this plan, retirees who meet certain age and service requirements may elect coverage for themselves and their spouse until they reach age 65 or three years, whichever comes first. Should the retiree not be eligible for Medicare at the end of the three year period, the retiree may elect to stay on the School’s health care plan at his/her expense until the retiree reaches Medicare eligibility. The School currently pays an explicit subsidy equal to 100% of the blended (active and retired) premium, plus the implicit subsidy equal to the difference between the actual retiree cost and the blended rate. School-paid benefits have also been approved under the “2008 Administrative Retirement Incentive Plan” for two individuals. These two individuals have School-paid coverage for 3 years up to the employee/spouse level of coverage.

Currently, these benefits are provided through the School’s self-funded health insurance plan (self-insurance). The School recognizes the cost of providing benefits by expensing the actual claims paid by the self-insurance on a pay-as-you-go basis. There are no plans at this time to fund the OPEB liability and therefore there are no plan assets. For the fiscal year ended June 30, 2011, the cost of retiree health care for two participants was approximately \$51,332, of which all was paid by the School.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. The OPEB plan does not issue stand alone financial reports. As allowed by GASB Statement 45, the School elected to report the OPEB plan liability on a prospective basis.

The annual OPEB cost was determined as part of the actuarial valuation. Additional information as of the last actuarial valuations follows:

**Annual OPEB Cost and Net OPEB Obligation**

Annual Required Contribution	\$ 105,213
Interest on the Net OPEB Obligation	6,785
Adjustment on the ARC	<u>(9,257)</u>
Annual OPEB Costs	102,741
Less Contributions made	<u>(48,918)</u>
Increase in Net OPEB Obligation	53,823
Net OPEB obligation - beginning of year	<u>150,786</u>
Net OPEB obligation - end of year	<u><u>\$ 204,609</u></u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
 NOTES TO THE FINANCIAL STATEMENTS  
 YEAR ENDED JUNE 30, 2011**

**NOTE 14 – POST-RETIREMENT HEALTH INSURANCE BENEFITS (continued)**

Valuation Date:	July 1, 2010																
Actuarial Cost Method:	Entry Age Normal																
Amortization Method:	Level Dollar																
Remaining Amortization Period:	30 Years																
Actuarial Assumptions:																	
Investment rate of return	4.50%																
Inflation rate	None																
Health cost trend rates	Annual Increases in premium for retired medical prescription drug benefits are assumed to be as follows:																
	<table border="0"> <thead> <tr> <th style="text-align: center;"><u>Year After Valuation</u></th> <th style="text-align: center;"><u>Increase</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">9.00%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">8.50%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">8.00%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7.50%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">7.00%</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">6.50%</td> </tr> <tr> <td style="text-align: center;">7 or more</td> <td style="text-align: center;">6.00%</td> </tr> </tbody> </table>	<u>Year After Valuation</u>	<u>Increase</u>	1	9.00%	2	8.50%	3	8.00%	4	7.50%	5	7.00%	6	6.50%	7 or more	6.00%
<u>Year After Valuation</u>	<u>Increase</u>																
1	9.00%																
2	8.50%																
3	8.00%																
4	7.50%																
5	7.00%																
6	6.50%																
7 or more	6.00%																

**NOTE 15 – SUBSEQUENT EVENTS**

On July 6, 2011, the School increased its line of credit with a bank to \$30,000,000. Bank advances on the credit line are payable on demand and carry an interest rate of 2.50% plus 30 day LIBOR. The credit line is secured by the accounts receivable of the School.

In accordance with the Pennsylvania Department of Education’s request, PA Cyber is in the process of filing for tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

# Pennsylvania Cyber Charter School

## List of Audit Report Distribution

1 Copy	Office of the Budget/Bureau of Affairs Special Audit Services Division Forum Place – Eighth Floor 555 Walnut Street Harrisburg, PA 17101 <b>(electronic submission only)</b>
1 Copy	Federal Audit Clearinghouse Bureau of the Census 1201 East 10 <sup>th</sup> Street Jeffersonville, IN 47132 (Include completed Data Collection Form) <b>(electronic submission only)</b>
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1 Copy	Malin, Bergquist & Company, LLP 351 Harvey Avenue, Suite A Greensburg, PA 15601
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1 Copy	The Beaver Valley Intermediate Unit 147 Poplar Drive Monaca, PA 15061

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2011**

Federal Grantor/Project Title	Source Code	Federal CFDA Number	Pass Through Grantor's Number	Grant Period From--To	Program or Award Amount	Total Received For Year	Accrued (Deferred) Revenue		Accrued (Deferred) Revenue June 30, 2011
							July 1, 2010	Recognized Expenditures	
U.S. Department of Education Passed through the PA Department of Education:							\$	\$	\$
Title I Improving Basic Programs	I	84.010	013-100996	07/01/09-09/30/10	\$ 1,692,078	\$ 301,115	\$	\$	-
Title I Improving Basic Programs - ARRA	I	84.389	127-100996	07/01/09-09/30/10	1,126,321	64,885	64,885	-	-
Title II - Improving Teacher Quality	I	84.367	020-100996	07/01/09-09/30/10	140,600	18,747	18,747	-	-
Title I Improving Basic Programs	I	84.010	013-110996	07/01/10-09/30/11	1,912,480	1,912,480	-	1,912,480	c
Title I SIG	I	84.010	042-100996	07/01/09-09/30/11	52,659	49,368	-	52,659	c
Title I SIG ARRA	I	84.389	134-100996	07/01/09-09/30/11	36,541	36,541	-	36,541	c
Title II	I	84.367	020-110996	07/01/10-09/30/11	163,325	163,325	-	163,325	-
Total PA Department of Education						384,747	2,165,005	2,165,005	3,291
Passed through the Beaver Valley Intermediate Unit:									
IDEA	I	84.027	N/A	07/01/09-06/30/10	\$ 827,173	\$ 413,586	413,586	-	-
IDEA - ARRA	I	84.391	N/A	07/01/09-06/30/11	1,159,930	596,027	328,897	267,130	*
IDEA	I	84.027	N/A	07/01/10-06/30/11	953,987	953,987	-	953,987	*
Total Intermediate Unit						742,483	1,221,117	1,221,117	-
Total Federal Assistance						\$ 1,127,230	\$ 3,386,122	\$ 3,386,122	\$ 3,291

Source Codes:

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

Percentage test rule calculation:

Total Expenditures per above		\$ 3,386,122
IDEA & IDEA ARRA - cluster		
Total Federal Expenditures Tested	=	\$ 1,221,117
		=
		36%

Footnotes:

- \* Selected for testing
- c Cluster \$ 2,001,680

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE SCHEDULE OF  
EXPENDITURES OF FEDERAL AWARDS**

**NOTE 1 – BASIS OF ACCOUNTING**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Pennsylvania Cyber Charter School (The School) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements on OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**NOTE 2 – BUDGETARY DATA**

The School passed, and had approved by the appropriate agency, budgets for the fiscal year ending June 30, 2011 for all federal programs.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
REQUIRED SUPPLEMENTARY INFORMATION**

**SCHEDULE OF FUNDING PROGRESS  
OTHER POST EMPLOYMENT BENEFIT  
JUNE 30, 2011**

Trend information gives an indication of the progress made in accumulating sufficient assets to pay benefits when due. Information in this schedule about funded status and funding progress is presented using the entry age actuarial cost method for that purpose. This information is intended to serve as a surrogate for the funding progress of the plan. The School has presented information from the first two valuations, which were first required by Governmental Accounting Standards Board (GASB) Statement # 45. This information is presented prospectively. In subsequent years, the School will add to the schedule until six years of information has been met.

<u>Actuarial</u> <u>Valuation</u> <u>Date</u>	<u>Actuarial</u> <u>Value of</u> <u>Assets</u> <u>(AVA)</u>	<u>Actuarial</u> <u>Accrued</u> <u>Liability</u> <u>(AAL)</u>	<u>Unfunded</u> <u>AAL</u> <u>(UAAL)</u>	<u>Funded</u> <u>Ratio</u>	<u>Covered</u> <u>Payroll</u>	<u>UAAL as a</u> <u>Percentage</u> <u>of Covered</u> <u>Payroll</u>
7/1/2008	\$ -	\$ 270,651	\$ 270,651	0%	\$ 20,053,000	1.35%
7/1/2010	\$ -	\$ 531,596	\$ 531,596	0%	\$ 23,733,290	2.24%



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On the web: malinbergquist.com

### REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School as of and for the year ended June 30, 2011, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements and have issued our report thereon dated November 14, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

#### Internal Control over Financial Reporting

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

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

(Continued)



Malin, Bergquist & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

*(Continued)*

Compliance and Other Matters

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

This report is intended solely for the information and use of management, the Pennsylvania Cyber Charter School Board of Directors, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Malin, Bergquist & Company, LLP*

Greensburg, Pennsylvania  
November 14, 2011



# Malin, Bergquist & Company, LLP

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS  
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To the Board of Directors  
Pennsylvania Cyber Charter School

Compliance

We have audited Pennsylvania Cyber Charter School's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Pennsylvania Cyber Charter School's major federal programs for the year ended June 30, 2011. The Pennsylvania Cyber Charter School's major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Pennsylvania Cyber Charter School's management. Our responsibility is to express an opinion on Pennsylvania Cyber Charter School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Pennsylvania Cyber Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Pennsylvania Cyber Charter School's compliance with those requirements.

In our opinion, Pennsylvania Cyber Charter School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.

(Continued)



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS  
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

(Continued)

Internal Control over Compliance

Management of Pennsylvania Cyber Charter School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Pennsylvania Cyber Charter School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with ONB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over compliance.

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

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

This report is intended solely for the information and use of management, Pennsylvania Cyber Charter School's Board of Directors, others within the entity, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Malin, Bergquist & Company, LLP*

Greensburg, Pennsylvania  
November 14, 2011

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011**

**A. SUMMARY OF AUDITOR'S RESULTS**

1. The auditors' report expresses an unqualified opinion on the financial statements of the Pennsylvania Cyber Charter School.
2. No significant deficiencies were disclosed during the audit of the financial statements.
3. No instances of noncompliance material to the financial statements of the Pennsylvania Cyber Charter School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies in internal control over major federal award programs were disclosed during the audit. No significant deficiencies in internal control over major federal award programs are reported as material weaknesses.
5. The auditors' report on compliance for the major federal award programs for the Pennsylvania Cyber Charter School expresses an unqualified opinion on all major federal programs.
6. Audit findings that are required to be reported in accordance with Section 510(a) of OMB Circular A-133 are reported in Part C of this Schedule.
7. The program tested as a major program:

SPECIAL EDUCATION CLUSTER (IDEA)                      CFDA No. 84.027/84.391
8. The threshold for distinguishing Types A and B programs was \$300,000 for major federal awards programs.
9. Pennsylvania Cyber Charter School qualifies as a low-risk auditee for federal awards programs.

**B. FINDINGS - FINANCIAL STATEMENTS AUDIT**

None

**C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD AUDIT**

None

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2011**

**A. PRIOR YEAR FINDINGS – FINANCIAL STATEMENTS AUDIT**

None

**B. PRIOR YEAR FINDINGS & QUESTIONED COSTS – MAJOR FEDERAL AWARD AUDIT**

None

**PENNSYLVANIA CYBER  
CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA  
JUNE 30, 2012**

PENNSYLVANIA CYBER CHARTER SCHOOL

MIDLAND, PA

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditors' Report .....	1-2
Management's Discussion and Analysis .....	i-vii
Statement of Net Assets .....	3
Statement of Activities .....	4
Balance Sheet – Governmental Funds.....	5
Reconciliation of the Governmental Funds Balance Sheet To the Statement of Net Assets .....	6
Statement of Revenues, Expenditures and Changes In Fund Balances – Governmental Fund Types .....	7
Reconciliation of the Governmental Funds – Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities .....	8
Statement of Net Assets – Proprietary Fund .....	9
Statement of Revenues, Expenses and Changes in Fund Net Assets – Proprietary Fund .....	10
Statement of Cash Flows – Proprietary Fund.....	11
Statement of Revenues, Expenditures and Changes in Fund Balance, Budget and Actual – General Fund .....	12
Notes to the Financial Statements .....	13 - 24
<b>Single Audit Supplementary Reports</b>	
List of Report Distribution .....	25
Schedule of Expenditures of Federal Awards .....	26
Notes to the Schedule of Expenditures of Federal Awards .....	27

**PENNSYLVANIA CYBER CHARTER SCHOOL**

**MIDLAND, PA**

**TABLE OF CONTENTS**

Schedule of Funding Progress Other Post Employment Benefit..... 28

Report on Internal Control over Financial Reporting and on  
Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance with *Government Auditing Standards*.....29 - 30

Independent Auditors’ Report on Compliance with Requirements that Could  
Have a Direct and Material Effect on Each Major Program and on Internal  
Control Over Compliance in Accordance with OMB Circular A-133 .....31 - 32

Schedule of Findings and Questioned Costs ..... 33

Schedule of Prior Audit Findings ..... 34

# ***Deluzio & Company, LLP***

**Certified Public Accountants & Business Advisors**

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## INDEPENDENT AUDITORS' REPORT

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of and for the year ended June 30, 2012, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Pennsylvania Cyber Charter School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of June 30, 2012, and the respective changes in financial position, and cash flows, where applicable, and the respective budgetary comparison for the General Fund, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2012, on our consideration of the Pennsylvania Cyber Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

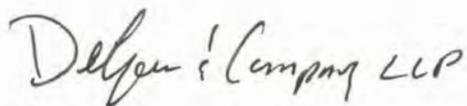
*(Continued)*

INDEPENDENT AUDITORS' REPORT

*(Continued)*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information presented on pages i through vii and 12, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provided any assurance on the information because limited procedures do not provide us with sufficient evidence to express an opinion or provided any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Pennsylvania Cyber Charter School's basic financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the Pennsylvania Cyber Charter School. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.



Greensburg, Pennsylvania  
December 10, 2012

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2012**

Our discussion and analysis of the Pennsylvania Cyber Charter School’s (The School) financial performance provides an overview of the School’s financial activities for the fiscal year ended June 30, 2012. Please review this information in conjunction with the School’s financial statements that begin on page 3.

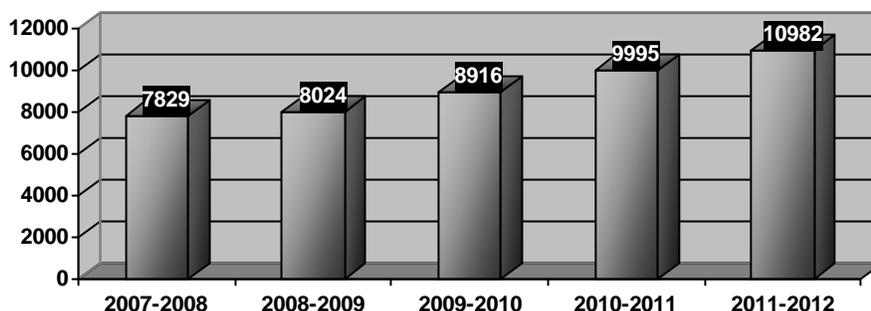
The Management’s Discussion and Analysis (MD&A) is an element of the new reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements—and Management’s Discussion and Analysis—for State and Local Governments issued June 1999.

**FINANCIAL HIGHLIGHTS**

Bolstered by a reputation for providing Pennsylvania families with exceptional, student-centered service, the School continued to experience growth in enrollment during fiscal year 2011-2012.

**Pennsylvania Cyber Charter School  
Student Enrollment**

Source: LEA May Enrollment Summaries



The School’s total assets exceeded total liabilities as of June 30, 2012 by \$57,368,187. As of June 30, 2012, the School reported an unassigned ending fund balance of \$3,549,394 that may be used at the School’s discretion. This amount equates to 3.06% of total General Fund Expenditures. The \$3,549,394 balance represents a \$328,615 or 8.5% decrease from the June 30, 2011 balance of \$3,878,009.

The School’s governmental fund balance was \$14,183,784 as of June 30, 2012 and consisted of the following:

Nonspendable – prepaids and deposits	\$ 110,778
Assigned:	
Increases in Healthcare premiums	\$ 3,288,159
Retirement (PSERS) Contributions	\$ 7,235,453

These represent the segregation of a portion of the fund balance indicating that assets equal to the amount are set aside for future rate changes and are, therefore, not available for appropriations.

Unassigned	\$3,549,394
------------	-------------

**USING THE BASIC FINANCIAL STATEMENT REPORT**

This Basic Financial Statement Report consists of the Management Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Assets and Statement of Activities,

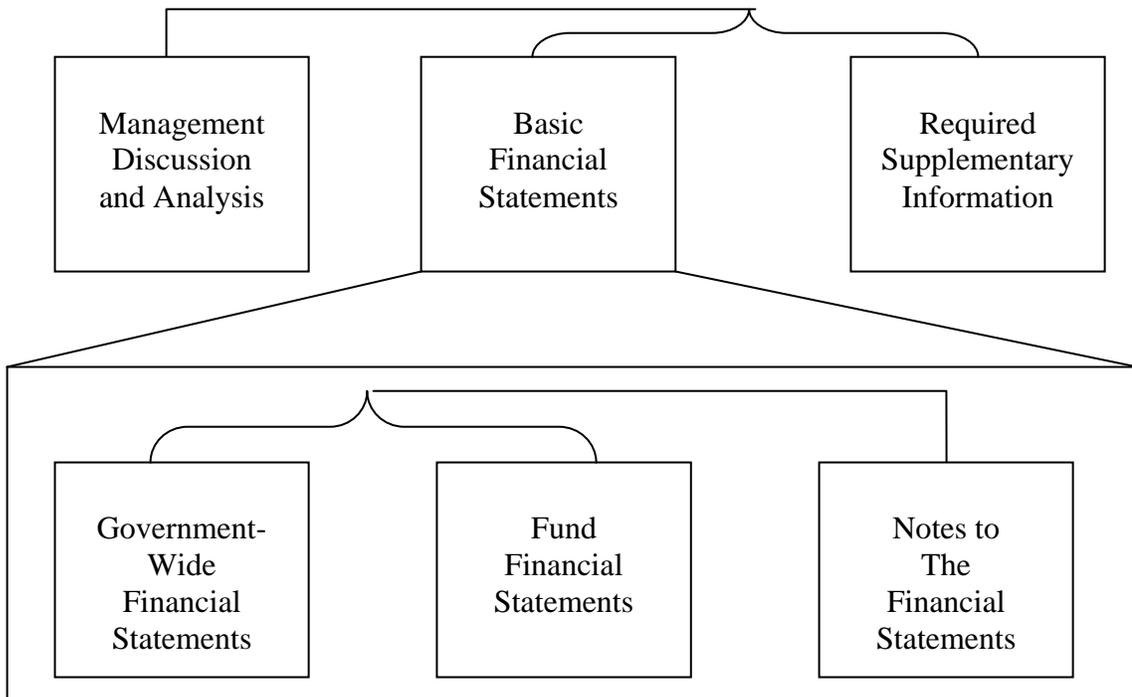
**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2012**

**USING THE BASIC FINANCIAL STATEMENT REPORT (CONTINUED)**

on pages 3 and 4, provide information about the activities of the School as a whole and present a longer-term view of the School’s financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The Fund Financial Statements also look at the School’s most significant funds with all other non-major funds presented in total in one column. For the School, the General Fund is the main operating fund. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

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

Figure A-1  
Required components of  
Pennsylvania Cyber Charter School’s  
Financial Report



**REPORTING THE SCHOOL AS A WHOLE**

**Statement of Net Assets and the Statement of Activities**

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, “How did we do financially during Fiscal Year Ended June 30, 2012?” The Statement of Net Assets and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into accounts all of the current year’s revenues and expenses regardless of when cash is received or paid.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2012**

**Statement of Net Assets and the Statement of Activities (Continued)**

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

**OVERVIEW OF FINANCIAL STATEMENTS**

**Government-Wide Statements**

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

The two government-wide statements report the School's net assets and how they have changed. Net assets, the difference between the School's assets and liabilities, are one way to measure the School's financial health or position.

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

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

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

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

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

**Fund Financial Statements**

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

*Governmental funds* – Most of the School's activities are reported in governmental funds, which focus on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the School's operations and the services it provides. Governmental fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is reflected in a reconciliations on pages 6 and 8.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2012**

**Fund Financial Statements (Continued)**

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

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

The School’s total net assets were \$57,368,187 at June 30, 2012 and \$51,863,685 at June 30, 2011.

Table A-1  
Fiscal Years ended June 30, 2012 and June 30, 2011

	<u>June 30, 2012</u>	<u>June 30, 2011</u>
Current and other assets	\$24,890,904	\$21,722,166
Capital assets	32,892,292	27,760,265
Noncurrent assets	<u>7,241,762</u>	<u>7,480,000</u>
Total Assets	<u>\$65,024,958</u>	<u>\$56,962,431</u>
Current and other liabilities	\$ 7,656,771	\$ 5,098,746
Long-term liabilities	<u>-</u>	<u>-</u>
Total Liabilities	<u>7,656,771</u>	<u>5,098,746</u>
Net Assets:		
Invested in capital assets, net		
of related debt	32,892,292	27,760,265
Unrestricted	<u>24,475,895</u>	<u>24,103,420</u>
Total Net Assets	<u>57,368,187</u>	<u>51,863,685</u>
Total Liabilities and Net Assets	<u>\$65,024,958</u>	<u>\$56,962,431</u>

Most of the School’s net assets are invested in capital assets (building improvements and equipment) and accounts receivable from other governments (tuition due from local educational agencies for enrolled students) The remaining unrestricted net assets are undesignated amounts.

The results of this year’s operations as a whole are reported in the Statement of Activities on page 4. All expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are represented to determine the final amount of the School’s activities that are supported by other general revenues. The largest general revenue is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2012**

**FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)**

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

Table A-2  
Changes in Net Assets  
Fiscal Years ended June 30, 2012, and 2011

<b>Revenues</b>	<u>June 30, 2012</u>	<u>June 30, 2011</u>
<u>Program revenues:</u>		
Operating grants and contributions	\$ 5,593,995	\$ 5,931,969
 <u>General Revenues:</u>		
Payments from local educational agencies	109,448,196	102,751,035
Investment earnings	3,920	6,632
Miscellaneous income	461,767	392,315
<b>Total revenues</b>	<u>115,507,878</u>	<u>109,081,951</u>
 <b>Expenses</b>		
Instruction	70,160,962	63,628,560
Support Services	34,289,856	32,447,596
Unallocated depreciation	5,243,628	5,363,747
Non-Instructional Services	308,930	389,335
<b>Total expenses</b>	<u>110,003,376</u>	<u>101,829,238</u>
<b>Increase in net assets</b>	<u>5,504,502</u>	<u>7,252,713</u>
Net Assets, beginning	<u>51,863,685</u>	<u>44,610,972</u>
Net Assets, ending	<u>\$ 57,368,187</u>	<u>\$ 51,863,685</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2012**

**FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)**

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

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

Table A-3  
Fiscal Year ended June 30, 2012  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Service	Net Cost of Services
Instruction	\$ 70,160,962	\$ 65,623,674
Support Services	34,289,856	33,251,588
Unallocated Depreciation	5,243,628	5,243,628
Non-Instructional Services	308,930	290,491
Total governmental activities	<u>\$ 110,003,376</u>	<u>\$ 104,409,381</u>
Total needs from local and other revenues		<u>\$ 104,409,381</u>

Table A-4  
Fiscal Year ended June 30, 2011  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Service	Net Cost of Services
Instruction	\$ 63,628,560	\$ 58,991,938
Support Services	32,447,596	31,171,374
Unallocated depreciation	5,363,747	5,363,747
Non-Instructional Services	389,335	370,210
Total governmental activities	<u>\$ 101,829,238</u>	<u>\$ 95,897,269</u>
Total needs from local and other revenues		<u>\$ 95,897,269</u>

**THE SCHOOL'S FUNDS**

The General Fund, which accounts for the School's operations, had an unassigned fund balance of \$3,549,394 as noted on page 5. This represents a decrease of \$328,615 from 2010-2011 operations.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2012**

**General Fund Budgeting Highlights**

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

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of \$122,304,556. Actual revenues and other financing sources were less than this budget amount by approximately \$6.25 million. This was mainly due to using existing operating funds for construction rather than extended term financing, and the Pennsylvania budget removal of state grant revenue for Social Security and Medicare reimbursement to charter schools. The expenditures were budgeted at \$122,304,556. Actual expenditures were less than budgeted expenditures by approximately \$6.42 million, due to the use of operating funds for construction negating financing expenses, and to operating efficiencies. A schedule showing the School's original and final budget amounts compared with amounts actually paid and received is provided on page 12.

**CAPITAL ASSET AND DEBT ADMINISTRATION**

**Capital Assets**

At June 30, 2012, the School's Governmental Activities had \$32,892,292 invested in a broad range of capital assets, including land, buildings and improvements, furniture and equipment. This amount represents a net increase of \$5,132,027 from last year. The increase in capital assets is primarily a result of new construction projects completed during the fiscal year.

More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements.

**ECONOMIC FACTORS AND BUDGETS**

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

The rapid growth within the School puts additional burdens on the administration as each year requires increases to staff, educational programs, support services, and extracurricular activities to meet student needs and demand. Facilities must continually be updated and expanded to meet these enrollment trends. The need for additional staff working space is a continual concern.

**CONTACTING THE DISTRICT FINANCIAL MANAGEMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF NET ASSETS  
AS OF JUNE 30, 2012**

	<b>Governmental Activities</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 4,573,565
Intergovernmental Receivables, net	19,263,386
Other Receivables	704,936
Current Portion of Note Receivable	340,000
Deposits	6,838
Prepaid Expenses	2,179
	24,890,904
<b>Total Current Assets</b>	
<b>Noncurrent Assets</b>	
Land	1,079,829
Building and Improvements (net of depreciation)	18,019,368
Furniture & Equipment (net of depreciation)	1,818,748
Computer Equipment (net of depreciation)	11,974,347
Deposits	101,762
Note Receivable	7,140,000
	40,134,054
<b>Total Noncurrent Assets</b>	
	65,024,958
<b>TOTAL ASSETS</b>	
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Accounts Payable	5,223,830
Retirement Payable	557,055
Accrued Salaries & Benefits	775,417
Accrued Healthcare Costs	1,100,469
	7,656,771
<b>Total Current Liabilities</b>	
<b>NET ASSETS</b>	
Invested in Capital Assets, Net of Related Debt	32,892,292
Unrestricted	24,475,895
	57,368,187
<b>TOTAL NET ASSETS</b>	
	\$ 57,368,187

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2012**

<b>Functions/Programs</b>	<b>Expenses</b>	<b>Program Revenues</b>			<b>Net (Expense)</b>
		<b>Charges for Services</b>	<b>Operating Grants and Contributions</b>	<b>Capital Grants and Contributions</b>	<b>Revenue and Changes in Net Assets</b>
					<b>Governmental Activities</b>
<b>Governmental Activities:</b>					
Instruction:					
Regular Instruction	\$ 57,556,370	\$ -	\$ 2,599,546	\$ -	\$ (54,956,824)
Special Instruction	12,604,592	-	1,937,742	-	(10,666,850)
Vocational Instruction	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-
Higher Education Programs	-	-	-	-	-
Total Instructional Services	<u>70,160,962</u>	<u>-</u>	<u>4,537,288</u>	<u>-</u>	<u>(65,623,674)</u>
Support Services:					
Pupil Personnel	6,662,469	-	294,723	-	(6,367,746)
Instructional Staff	1,781,812	-	319,254	-	(1,462,558)
Administration	3,825,457	-	154,336	-	(3,671,121)
Pupil Health	348,184	-	181,522	-	(166,662)
Business Services	17,872,630	-	34,733	-	(17,837,897)
Operation of Plant and Maintenance Services	2,559,285	-	-	-	(2,559,285)
Student Transportation Services	-	-	-	-	-
Support Services - Central	1,240,019	-	53,700	-	(1,186,319)
Total Support Services	<u>34,289,856</u>	<u>-</u>	<u>1,038,268</u>	<u>-</u>	<u>(33,251,588)</u>
Non-Instructional Services:					
Student Activities	61,232	-	-	-	(61,232)
Food Services	-	-	-	-	-
Community Services	25,183	-	18,439	-	(6,744)
Facilities	-	-	-	-	(1)
Interest on Long-Term Debt	137,805	-	-	-	(137,805)
Other Expense	84,710	-	-	-	(84,709)
Unallocated Depreciation Expense	5,243,628	-	-	-	(5,243,628)
Total Non-Instructional Services	<u>5,552,558</u>	<u>-</u>	<u>18,439</u>	<u>-</u>	<u>(5,534,119)</u>
<b>Total Governmental Activities</b>	<b>\$ 110,003,376</b>	<b>\$ -</b>	<b>\$ 5,593,995</b>	<b>\$ -</b>	<b>\$ (104,409,381)</b>
<b>General Revenues:</b>					
Payments from Local Educational Agencies				\$ 109,448,196	
Investment Earnings				3,920	
(Loss) on disposal of fixed assets				(177,563)	
Miscellaneous Income				639,330	
<b>Total general revenues, special items and transfers</b>				<u>109,913,883</u>	
<b>Change in Net Assets</b>					5,504,502
<b>Net Assets—beginning</b>					<u>51,863,685</u>
<b>Net Assets—ending</b>					<u>\$ 57,368,187</u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
BALANCE SHEET - GOVERNMENTAL FUNDS  
AS OF JUNE 30, 2012**

<b>ASSETS</b>	<b><u>General</u></b>
Cash and Cash Equivalents	\$ 1,040,559
Intergovernmental Receivables, net	19,263,386
Other Receivables	147,543
Deposits	108,600
Prepaid Expenses	<u>2,179</u>
<b>TOTAL ASSETS</b>	<b>\$ <u>20,453,667</u></b>
 <b>LIABILITIES AND FUND BALANCES</b>	
<b>LIABILITIES</b>	
Accounts Payable	\$ 5,223,830
Accrued Salaries and Benefits	488,998
Retirement Payable	<u>557,055</u>
<b>TOTAL LIABILITIES</b>	<b><u>6,269,883</u></b>
 <b>FUND BALANCES</b>	
Nonspendable - Prepaids and Deposits	110,778
Spendable	
Assigned To:	
Future PSERS Retirement Rate Increases	7,235,453
Future Healthcare Cost Increases	3,288,159
Unassigned	<u>3,549,394</u>
<b>TOTAL FUND BALANCES</b>	<b><u>14,183,784</u></b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ <u>20,453,667</u></b>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET ASSETS  
AS OF JUNE 30, 2012**

**TOTAL FUND BALANCES - GOVERNMENTAL FUNDS** \$ 14,183,784

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

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

Cost of all capital assets	47,523,991
Less Accumulated Depreciation	(14,631,699)

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

Current portion	340,000
Long term portion	7,140,000

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

Other Post Employment Benefits	(286,419)
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The internal service fund is used by management to account for medical benefits of the School's employees. The assets and liabilities of the internal service fund are included in the governmental activities in the statement of net assets.

3,098,530
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**TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES** \$ 57,368,187

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUND TYPES  
FOR THE YEAR ENDED JUNE 30, 2012**

	<u><b>General</b></u>
<b>REVENUES</b>	
Local Sources	\$ 111,599,141
State Sources	1,878,478
Federal Sources	2,547,823
<b>TOTAL REVENUES</b>	<u>116,025,442</u>
 <b>EXPENDITURES</b>	
Instruction	74,206,881
Support Services	36,216,215
Non-Instructional Services	86,416
Miscellaneous	84,709
Capital Outlay	5,151,360
Debt Service	137,805
<b>TOTAL EXPENDITURES</b>	<u>115,883,386</u>
 <b>Excess of Revenues Over Expenditures</b>	 142,056
 <b>OTHER FINANCING SOURCES</b>	
Sale of Fixed Assets	<u>21,792</u>
 <b>TOTAL OTHER FINANCING SOURCES</b>	 <u>21,792</u>
 <b>NET CHANGE IN FUND BALANCES</b>	 163,848
 <b>FUND BALANCE - JULY 1, 2011</b>	 <u>14,019,936</u>
 <b>FUND BALANCE - JUNE 30, 2012</b>	 \$ <u><u>14,183,784</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
RECONCILIATION OF THE GOVERNMENTAL FUNDS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2012**

**NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS** \$ 163,848

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

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

Add: Capital Outlays including payment of retainage	10,736,461	
Less: Depreciation Expense	(5,243,629)	5,492,832

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

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

Other Post Employment Expense	(81,811)
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Loss on disposition of fixed assets	(199,355)
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The internal service fund is used by management to account for medical benefits of the School employees. The net gain of the activity of the internal service is reported with governmental activities. 468,988

**CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES** \$ 5,504,502

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF NET ASSETS  
PROPRIETARY FUND  
AS OF JUNE 30, 2012**

	<b>Governmental Activities - Internal Service Fund</b>  <u><b>Health Insurance Fund</b></u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 3,533,006
Accounts Receivable	<u>665,993</u>
<b>Total Current Assets</b>	<u>4,198,999</u>
<b>TOTAL ASSETS</b>	<u><u>\$ 4,198,999</u></u>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Accrued Healthcare Costs	\$ <u>1,100,469</u>
<b>Total Current Liabilities</b>	<u>1,100,469</u>
<b>NET ASSETS</b>	
Unrestricted	<u>3,098,530</u>
<b>TOTAL NET ASSETS</b>	<u>3,098,530</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u><u>\$ 4,198,999</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS  
PROPRIETARY FUND  
FOR THE YEAR ENDED JUNE 30, 2012**

	<b>Governmental  Activities - Internal  Service Fund  <u>Health Insurance  Fund</u></b>
<b>OPERATING REVENUES</b>	
Charges for Services	\$ <u>5,813,049</u>
Total Operating Revenue	<u>5,813,049</u>
<b>OPERATING EXPENSES</b>	
Cost of Services	4,641,852
Administrative	<u>702,209</u>
<b>Total Operating Expenses</b>	<u>5,344,061</u>
Operating Income	<u>468,988</u>
<b>OPERATING TRANSFERS</b>	
Transfers from General Fund	<u>-</u>
Change in Net Assets	468,988
<b>Net Assets - July 1, 2011</b>	<u>2,629,542</u>
<b>Net Assets - June 30, 2012</b>	<u><u>\$ 3,098,530</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF CASH FLOWS  
PROPRIETARY FUND  
FOR THE YEAR ENDED JUNE 30, 2012**

	<b>Governmental Activities - Internal Service Fund <u>Health Insurance Fund</u></b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Receipts from interfund services provided	\$ 5,379,245
Cash payments to suppliers, net	<u>(4,766,157)</u>
Net Cash Provided By Operating Activities	<u>613,088</u>
Net Increase in Cash and Cash Equivalents	613,088
Cash and Cash Equivalents - July 1, 2011	<u>2,919,918</u>
Cash and Cash Equivalents - June 30, 2012	<u><u>\$ 3,533,006</u></u>
 <b>Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities</b>	
Operating Income	<u>\$ 468,988</u>
 <b>Change in operating assets and liabilities:</b>	
Accounts Receivable	(434,642)
Accrued Healthcare Costs	<u>578,742</u>
Total Adjustments	<u>144,100</u>
Net Cash Provided by Operating Activities	<u><u>\$ 613,088</u></u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE, BUDGET AND ACTUAL**  
**GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2012**

	<b>Budgeted Amounts</b>		<b>Actual (Budgetary Basis)</b>	<b>Variance with Final Budget Positive (Negative)</b>	<b>Budget to GAAP Difference</b>	<b>Actual Amounts GAAP basis</b>
	<b>Original</b>	<b>Final</b>				
<b>REVENUES</b>						
Local revenues	\$ 111,834,747	\$ 111,834,747	\$ 111,599,141	\$ (235,606)	\$ -	\$ 111,599,141
State program revenues	3,452,289	3,452,289	1,878,478	(1,573,811)	-	1,878,478
Federal program revenues	1,980,970	1,980,970	2,547,823	566,853	-	2,547,823
<b>TOTAL REVENUES</b>	<u>117,268,006</u>	<u>117,268,006</u>	<u>116,025,442</u>	<u>(1,242,564)</u>	<u>-</u>	<u>116,025,442</u>
<b>EXPENDITURES</b>						
Regular Programs	63,116,760	63,116,760	61,549,831	1,566,929	-	61,549,831
Special Programs	13,271,211	13,271,211	12,657,050	614,161	-	12,657,050
Vocational Programs	-	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-	-
Adult Education Programs	-	-	-	-	-	-
Community/Junior College Ed Programs	-	-	-	-	-	-
Pupil Personnel Services	7,586,730	7,586,730	6,744,664	842,066	-	6,744,664
Instructional Staff Services	1,785,952	1,785,952	1,792,169	(6,217)	-	1,792,169
Administrative services	3,642,501	3,642,501	3,851,714	(209,213)	-	3,851,714
Pupil Health	422,559	422,559	353,814	68,745	-	353,814
Business Services	17,668,663	17,668,663	17,881,769	(213,106)	-	17,881,769
Operation & Maintenance of Plant Services	3,365,193	3,365,193	3,577,700	(212,507)	-	3,577,700
Student Transportation Services	-	-	-	-	-	-
Central & Other Support Services	2,073,871	2,073,871	2,014,385	59,486	-	2,014,385
Food Services	-	-	-	-	-	-
Student Activities	28,617	28,617	61,233	(32,616)	-	61,233
Community services	16,964	16,964	25,183	(8,219)	-	25,183
Scholarships and Awards	-	-	-	-	-	-
Facilities Acquisition and Construction	6,012,302	6,012,302	5,151,360	860,942	-	5,151,360
Miscellaneous	31,617	31,617	84,709	(53,092)	-	84,709
Debt service	3,281,616	3,281,616	137,805	3,143,811	-	137,805
<b>TOTAL EXPENDITURES</b>	<u>122,304,556</u>	<u>122,304,556</u>	<u>115,883,386</u>	<u>6,421,170</u>	<u>-</u>	<u>115,883,386</u>
Excess (deficiency) of revenues over expenditures	(5,036,550)	(5,036,550)	142,056	5,178,606	-	142,056
<b>OTHER FINANCING SOURCES (USES)</b>						
Proceed from Extended Term Financing	5,000,000	5,000,000	-	(5,000,000)	-	-
Sale or Compensation of Fixed Assets	36,550	36,550	21,792	(14,758)	-	21,792
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>5,036,550</u>	<u>5,036,550</u>	<u>21,792</u>	<u>(5,014,758)</u>	<u>-</u>	<u>21,792</u>
Net change in fund balances	-	-	163,848	163,848	-	163,848
<b>Fund balance--July 1, 2011</b>	<u>14,000,000</u>	<u>14,000,000</u>	<u>14,019,936</u>	<u>19,936</u>	<u>-</u>	<u>14,019,936</u>
<b>Fund balance--June 30, 2012</b>	<u>\$ 14,000,000</u>	<u>\$ 14,000,000</u>	<u>\$ 14,183,784</u>	<u>\$ 183,784</u>	<u>\$ -</u>	<u>\$ 14,183,784</u>

See Accompanying Notes to Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 1 - REPORTING ENTITY**

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

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

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

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

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

***A. Basis of Presentation***

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

**Government-wide financial statements** – The statement of net assets and the statement of activities display information about the School as a whole. These statements include the financial activities of the primary government, except for fiduciary funds. The statements distinguish between those activities of the School that are governmental and those that are considered business-type activities.

The statement of net assets presents the financial condition of the governmental and business-type activities of the School at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental and business-type activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that is required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business activity or governmental function is self-financing or draws from the general revenues of the School.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

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

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

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

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

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

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 180 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, arbitrage rebates, and post-employment healthcare benefits, are recorded only when payment is due.

The School reports the following major governmental fund:

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

Additionally, the School reports the following fund type:

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

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

Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and enterprise fund financial statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board. Governments also have the option of following subsequent private-sector guidance for their business-type activities and enterprise funds, subject to this same limitation. The School has elected not to follow subsequent private sector guidance.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are charges between the enterprise funds and various other functions of the government. Elimination of these charges would distort the direct costs and program revenues reported for the various functions concerned.

Amounts reported as program revenues include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes.

Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the proprietary funds are charges to customers for services. Operating expenses for enterprise and internal service funds include the cost of operations and maintenance, and depreciation on capital assets. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

***C. Budgetary Process***

The School passed an appropriated budget for the fiscal year ending June 30, 2012 with revenues totaling \$122,304,556 and expenditures totaling \$122,304,556.

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

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

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

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

Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the School Board. Amendments are presented to the Board at their regular meetings. Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year-end as dictated by law.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

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

***D. Deposits and Investments***

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

***E. Interfund Balances***

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables." These amounts are offset against each other in the governmental and business-type activities columns of the statement of net assets, except for amounts due to/from other funds which are not presented in the statement of net assets.

***F. Capital Assets***

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

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair market values as of the date received. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

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

<b>Description</b>	<b>Governmental Activities Estimated Lives</b>
Site Improvements	5-40 years
Buildings and Improvements	10-40 years
Furniture and Equipment	3-15 years

***G. Compensated Absences***

The School has no compensated absences as of June 30, 2012.

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

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

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

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

***I. Net Assets***

Net assets represent the difference between assets and liabilities. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. The School applies restricted resources first when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.

***J. Fund Balance Classifications***

The GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions (GASB 54) effective for reporting periods after June 15, 2010. The school adopted GASB 54 as part of its 2010-11 fiscal year reporting. The intention of the GASB is to provide a more structured classification of fund balance and to improve the usefulness of fund balance reporting to the users of the School's financial statements. The reporting standard establishes a hierarchy for fund balance classifications and the constraints imposed on the users of those resources.

GASB 54 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items and inventories.

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

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

Committed – Fund balances that contain self-imposed constraints of the government from its highest level of decision making authority.

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

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

***K. Use of Estimates***

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 3 – CASH AND CASH EQUIVALENTS**

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

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

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

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

The following is a description of the School’s deposit and investment risks:

*Custodial Credit Risk* – The risk that in the event of a bank failure, the School’s deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2012, \$10,580,491 of the School’s bank balance of \$10,840,366 was exposed to custodial credit risk, however this balance is collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution’s name. These deposits have a carrying amount of \$4,573,565 as of June 30, 2012.

**NOTE 4 – INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables earned by the School. At June 30, 2012, the following amounts were receivable from other governmental units.

	<u>Receivable</u>
Governmental Units:	
State - grant programs	\$ 439,059
Federal - grant programs	604,773
Local Educational Agencies, net of allowance	18,219,554
Totals	<u><u>\$ 19,263,386</u></u>

Allowance for Doubtful Accounts

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of LEAs to make required payments. Based on management’s assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was \$275,734 as of June 30, 2012.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 5 – PROPERTY, PLANT AND EQUIPMENT**

A summary of fixed assets recorded as of June 30, 2012 is as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Capital assets, not being depreciated:				
Land	\$ 1,079,829	\$ -	\$ -	\$ 1,079,829
Construction in progress	6,404,506	4,963,960	(11,368,466)	-
	<u>7,484,335</u>	<u>4,963,960</u>	<u>(11,368,466)</u>	<u>1,079,829</u>
Capital assets, being depreciated:				
Buildings and Improvements	7,942,025	33,544	11,167,006	19,142,575
Furniture and Equipment	3,521,717	960,489	-	4,482,206
Electronic Data Processing Equipment	23,110,376	4,617,016	(4,908,011)	22,819,381
Total capital assets, being depreciated	<u>34,574,118</u>	<u>5,611,049</u>	<u>6,258,995</u>	<u>46,444,162</u>
Accumulated depreciation for:				
Buildings and Improvements	(935,532)	(215,575)	27,900	(1,123,207)
Furniture and Equipment	(2,318,573)	(344,885)	-	(2,663,458)
Electronic Data Processing Equipment	(11,044,082)	(4,683,168)	4,882,216	(10,845,034)
Total accumulated depreciation	<u>(14,298,187)</u>	<u>(5,243,628)</u>	<u>4,910,116</u>	<u>(14,631,699)</u>
Total capital assets, being depreciated, net:	<u>20,275,931</u>	<u>367,421</u>	<u>11,169,111</u>	<u>31,812,463</u>
Governmental activities capital assets, net:	<u>\$ 27,760,266</u>	<u>\$ 5,331,381</u>	<u>\$ (199,355)</u>	<u>\$ 32,892,292</u>

Depreciation expense of \$5,243,628 for the fiscal year ended June 30, 2012 was not allocated to the various functions because the property, plant and equipment serve all functions of the School.

**NOTE 6 – NOTES RECEIVABLE**

On June 30, 2009, the School and the Lincoln Park Performing Arts Center (LPPAC) agreed to cancel a prepaid lease originally signed in May 2005. Additionally, LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 over a period of twenty-four years through June 30, 2034. As of June 30, 2012, the balance of this note receivable is \$7,480,000.

**NOTE 7 – CREDIT LINE PAYABLE**

The School had a credit line with a bank for short-term financing needs. The maximum borrowing amount of the credit line was \$30,000,000 as of June 30, 2012, with interest being charged at 2.50% plus 30 day LIBOR. As of June 30, 2012 the interest rate on this line is 2.73875%. The credit line is secured by the accounts receivable of the School. During the fiscal year ended June 30, 2012, the School requested credit line advances totaling \$28,500,000 and made payments on the credit line totaling \$28,500,000.

As of June 30, 2012 there was no outstanding obligation on the credit line.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 8 - OPERATING LEASES - LESSEE**

The School has eleven operating leases for office space that expire at various dates through June 2017, with optional renewable terms. Rental expense for these leases totaled \$1,425,909 for the year ended June 30, 2012.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2012, are:

Year Ending June 30, :	
2013	\$ 1,516,211
2014	1,330,474
2015	1,269,750
2016	769,766
2017	154,054
Total Minimum Payments Required	<u><u>\$ 5,040,255</u></u>

**NOTE 9 - COMMITMENTS**

**Management Agreement**

On August 26, 2005 the School entered into a management agreement with the National Network of Digital Schools (NNDS). The management agreement was amended as of July 1, 2010 for a five year term and will automatically renew for successive one-year terms thereafter, unless terminated. Under the agreement, NNDS will provide the following services:

1. General business advice regarding operation and management of the School and its resources.
2. Negotiate agreements on behalf of the School to carry out and implement the purpose of the School.
3. Assist the School with accounting records and operational policies.
4. Provide assistance to the School with legal counsel and auditors as may be required.
5. Provide staff development and human resource services.
6. Marketing School services for the purpose of increasing enrollment.
7. Procurement, shipping and transportation service.
8. Provide physical plant and information technology services.

Fees per the contract are based on 12% of the School's gross revenue less investment income, gifts or endowment revenue. Total charges under the contract for the fiscal year ending June 30, 2012 were \$13,835,053.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 9 – COMMITMENTS (continued)**

**Construction Loan**

The School entered into an open-ended construction mortgage to provide for financing needs in relation to the construction of a new building. The maximum borrowing amount of the mortgage was \$5,000,000. Interest is charged at a rate of 2.50% plus 30 day LIBOR. The mortgage is secured by the building being constructed. As of June 30, 2012, there is no outstanding obligation on the mortgage.

**NOTE 10 – RETIREMENT PLANS/OTHER POSTEMPLOYMENT BENEFITS**

Plan Description. The School contributes to the Public School Employees’ Retirement System (PSERS); a Governmental cost sharing multiple-employer defined benefit pension plan administered by the PSERS Board of Trustees under the authority of the Public School Employees’ retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa. C.S. 8101-8535). PSERS provides retirement and disability, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The PSERS issues a publicly available comprehensive annual financial report that may be obtained by writing to Office of Financial Management, Public School Employees’ Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125. The publication is also available on the PSERS website at:

*<http://www.psers.state.pa.us/publications/general/cafr.htm>*

Funding Policy. Active members who joined the System prior to July 22, 1983, are required to contribute 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member’s qualifying compensation. Members who joined the System on or after July 22, 1983 and who were active or inactive as of July 1, 2011, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member’s qualifying compensation. Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (Membership Class T-D) of the member’s qualifying compensation. Members who joined the System on or after July 1, 2011 contribute at 7.50% (Membership Class T-E) with “shared risk” contribution levels that may fluctuate between 7.50% and 9.50% or at 10.3% (Membership Class T-F) with “shared risk” contribution levels that may fluctuate between 10.30% and 12.30%. The School is required to contribute at an actuarially determined rate. The rates applied to annual covered payroll were 8.65% at June 30, 2012 and 5.64% at June 30, 2011. The 8.65% at June 30, 2012 is composed of a pension contribution rate of 8.00% for pension benefits and 0.65% for healthcare insurance premium assistance. The School contributed 100% of the required contribution to PSERS for the five year trend as follows:

Year Ended June 30,	Amount of Employer Contribution	Contribution % of Covered Salaries
2012	\$2,173,334	8.65%
2011	\$1,316,082	5.64%
2010	\$914,803	4.78%
2009	\$902,817	4.76%
2008	\$911,551	7.13%

**NOTE 11 – FUND BALANCE REPORTING**

The School has classified its fund balances with the following hierarchy:

Nonspendable

As of June 30, 2012, \$110,778 of the School’s fund balance is classified as nonspendable.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 11 – FUND BALANCE REPORTING (continued)**

Spendable

The School has classified the spendable fund balances as Assigned and Unassigned and considered each to have been spent when expenditures are incurred. The School currently has no funds classified as Committed or Restricted.

*Assigned for PSERS* - The Board Treasurer has set aside certain spendable fund balance for the future, significant, scheduled increases in the PSERS employer contribution rate. At year end, the assigned fund balance to cover PSERS rate increases is \$7,235,453.

*Assigned for Health Care* - The Board Treasurer has set aside certain spendable fund balance to cover projected increases in health care costs. At year end, the assigned fund balance to cover these projected rate increases is \$3,288,159.

*Unassigned* – As of June 30, 2012, the unassigned fund balance for the General Fund is \$3,549,394.

**NOTE 12 - CONTINGENCIES**

**Litigation**

The School is involved in legal proceedings, claims and litigation arising for the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position.

The School is potentially liable for any expenditure that may be disallowed pursuant to the terms of grant programs. Management is not aware of any material items of noncompliance, which would result in the disallowance of program expenditures.

**Grants**

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2012.

**NOTE 13 – RISK MANAGEMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 13 – RISK MANAGEMENT (continued)**

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

Liability balance - June 30, 2011	\$ 521,727
Incurred claims and estimates	5,220,594
Less:	
Claims paid during the period	<u>(4,641,852)</u>
Liability balance - June 30, 2012	<u><u>\$ 1,100,469</u></u>

**NOTE 14 – POST-RETIREMENT HEALTH INSURANCE BENEFITS**

The School sponsors a single employer defined benefit “other post-employment benefit” (OPEB) plan. The benefits provided to retirees of the School include the option of continuing on the School’s health care plan available to the active employees at his/her own expense until the retiree reaches age 65. Under this plan, retirees who meet certain age and service requirements may elect coverage for themselves and their spouse until they reach age 65 or three years, whichever comes first. Should the retiree not be eligible for Medicare at the end of the three year period, the retiree may elect to stay on the School’s health care plan at his/her expense until the retiree reaches Medicare eligibility. The School currently pays an explicit subsidy equal to 100% of the blended (active and retired) premium, plus the implicit subsidy equal to the difference between the actual retiree cost and the blended rate.

Currently, these benefits are provided through the School’s self-funded health insurance plan (self-insurance). The School recognizes the cost of providing benefits by expensing the actual claims paid by the self-insurance on a pay-as-you-go basis. There are no plans at this time to fund the OPEB liability and therefore there are no plan assets.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. The OPEB plan does not issue stand alone financial reports. As allowed by GASB Statement 45, the School elected to report the OPEB plan liability on a prospective basis.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2012**

**NOTE 14 – POST-RETIREMENT HEALTH INSURANCE BENEFITS (continued)**

The annual OPEB cost was determined as part of the actuarial valuation. Additional information as of the last actuarial valuations follows:

Annual OPEB Cost and Net OPEB Obligation	
Annual Required Contribution	\$ 105,213
Interest on the Net OPEB Obligation	9,207
Adjustment on the ARC	(12,561)
Annual OPEB Costs	<u>101,859</u>
Less Contributions made	<u>(20,048)</u>
Increase in Net OPEB Obligation	81,811
Net OPEB obligation - beginning of year	<u>204,609</u>
Net OPEB obligation - end of year	<u><u>\$ 286,420</u></u>

Valuation Date:	July 1, 2010
Actuarial Cost Method:	Entry Age Normal
Amortization Method:	Level Dollar
Remaining Amortization Period:	30 Years
Actuarial Assumptions:	
Investment rate of return	4.50%
Inflation rate	None
Health cost trend rates	Annual Increases in premium for retired medical prescription drug benefits are assumed to be as follows:
	<u>Year After Valuation</u> <u>Increase</u>
	1                                      9.00%
	2                                      8.50%
	3                                      8.00%
	4                                      7.50%
	5                                      7.00%
	6                                      6.50%
	7 or more                          6.00%

**NOTE 15 – SUBSEQUENT EVENTS**

During July 2012, the School renewed its \$30,000,000 line of credit. Bank advances on the credit line are payable on demand and carry and interest rate of 2.00% plus 30 day LIBOR. On July 9, 2012 the School received \$2,000,000 on the open-ended construction mortgage.

# Pennsylvania Cyber Charter School

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**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2012**

<u>Federal Grantor/Project Title</u>	<u>Source Code</u>	<u>Federal CFDA Number</u>	<u>Pass Through Grantor's Number</u>	<u>Grant Period From--To</u>	<u>Program or Award Amount</u>	<u>Total Received For Year</u>	<u>Accrued (Deferred) Revenue July 1, 2011</u>	<u>Revenue Recognized</u>	<u>Expenditures</u>	<u>Accrued (Deferred) Revenue June 30, 2012</u>
U.S. Department of Education										
Passed through the PA Department of Education:										
Title I SIG	I	84.010	042-100996	07/01/09-09/30/11	\$ 52,659	\$ 3,291	\$ 3,291	\$ -	\$ -	\$ -
Title I Improving Basic Programs	I	84.010	013-120996	07/01/11-09/30/12	1,843,868	1,843,868	-	1,843,868	1,843,868 *	-
Title II	I	84.367	020-120996	07/01/11-09/30/12	97,300	97,300	-	97,300	97,300	-
Total PA Department of Education							<u>3,291</u>	<u>1,941,168</u>	<u>1,941,168</u>	<u>-</u>
Department of Public Welfare										
Title XIX - Medical Access	I	93.778		07/01/09-09/30/10	\$ 757	\$ 757	-	757	757	-
Title XIX - Medical Access	I	93.778		07/01/10-09/30/11	1,124	1,124	-	1,124	1,124	-
Total PA Department of Public Welfare							<u>-</u>	<u>1,881</u>	<u>1,881</u>	<u>-</u>
Passed through the Beaver Valley Intermediate Unit:										
IDEA 619 B Pass Through	I	84.027	N/A	07/01/11-06/30/12	\$ 5,553	\$ 5,553	-	5,553	5,553	-
IDEA	I	84.027	N/A	07/01/11-06/30/12	1,159,602	1,159,602	-	1,159,602	1,159,602	-
Total Intermediate Unit							<u>-</u>	<u>1,165,155</u>	<u>1,165,155</u>	<u>-</u>
Total Federal Assistance							<u>\$ -</u>	<u>\$ 3,108,204</u>	<u>\$ 3,108,204</u>	<u>\$ -</u>

Source Codes:  
I=Indirect Funding  
F=Federal Share  
S=State Share

Footnotes:  
\* Selected for testing

Percentage test rule calculation:  
Total Expenditures per above

\$ 3,108,204

Total Federal Expenditures Tested = \$ 1,843,868 = 59%

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE SCHEDULE OF  
EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2012**

**NOTE 1 – BASIS OF ACCOUNTING**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Pennsylvania Cyber Charter School (The School) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements on OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**NOTE 2 – BUDGETARY DATA**

The School passed, and had approved by the appropriate agency, budgets for the fiscal year ending June 30, 2012 for all federal programs.

**NOTE 3 – RECONCILIATION**

Federal Awards per Schedule of Expenditures of Federal Awards	\$3,108,204
Medical Access funds	604,773
Pass-through awards recorded in Local revenue	<u>(1,154,154)</u>
Per financial statement	<u>\$2,547,823</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
REQUIRED SUPPLEMENTARY INFORMATION**

**SCHEDULE OF FUNDING PROGRESS  
OTHER POST EMPLOYMENT BENEFIT  
JUNE 30, 2012**

Trend information gives an indication of the progress made in accumulating sufficient assets to pay benefits when due. Information in this schedule about funded status and funding progress is presented using the entry age actuarial cost method for that purpose. This information is intended to serve as a surrogate for the funding progress of the plan. The School has presented information from the first two valuations, which were first required by Governmental Accounting Standards Board (GASB) Statement # 45. This information is presented prospectively. In subsequent years, the School will add to the schedule until six years of information has been met.

Actuarial Valuation Date	Actuarial Value of Assets (AVA)	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
7/1/2008	\$ -	\$ 270,651	\$ 270,651	0%	\$ 20,053,000	1.35%
7/1/2010	\$ -	\$ 531,596	\$ 531,596	0%	\$ 23,733,290	2.24%

# *Deluzio & Company, LLP*

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## REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School as of and for the year ended June 30, 2012, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements and have issued our report thereon dated December 10, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

### Internal Control over Financial Reporting

Management of Pennsylvania Cyber Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Pennsylvania Cyber Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Pennsylvania Cyber Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Pennsylvania Cyber Charter School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

*(Continued)*

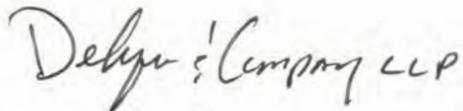
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

*(Continued)*

Compliance and Other Matters

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

This report is intended solely for the information and use of management, the Pennsylvania Cyber Charter School Board of Directors, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Greensburg, Pennsylvania  
December 10, 2012

# ***Deluzio & Company, LLP***

**Certified Public Accountants & Business Advisors**

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**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS  
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Board of Directors  
Pennsylvania Cyber Charter School

### Compliance

We have audited Pennsylvania Cyber Charter School's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Pennsylvania Cyber Charter School's major federal programs for the year ended June 30, 2012. The Pennsylvania Cyber Charter School's major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Pennsylvania Cyber Charter School's management. Our responsibility is to express an opinion on Pennsylvania Cyber Charter School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Pennsylvania Cyber Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Pennsylvania Cyber Charter School's compliance with those requirements.

In our opinion, Pennsylvania Cyber Charter School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012.

*(Continued)*

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS  
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

(Continued)

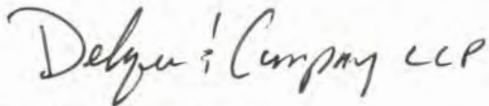
Internal Control over Compliance

Management of Pennsylvania Cyber Charter School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Pennsylvania Cyber Charter School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over compliance.

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

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

This report is intended solely for the information and use of management, Pennsylvania Cyber Charter School's Board of Directors, others within the entity, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Greensburg, Pennsylvania  
December 10, 2012



**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2012**

**A. PRIOR YEAR FINDINGS – FINANCIAL STATEMENTS AUDIT**

None

**B. PRIOR YEAR FINDINGS & QUESTIONED COSTS – MAJOR FEDERAL AWARD AUDIT**

None

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA  
FINANCIAL STATEMENTS  
JUNE 30, 2013**

**DELUZIO & COMPANY, LLP  
CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS**

PENNSYLVANIA CYBER CHARTER SCHOOL

MIDLAND, PA

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditor's Report.....	1-2
Management Discussion and Analysis.....	i-vii
Statement of Net Position.....	3
Statement of Activities.....	4
Balance Sheet - Governmental Funds.....	5
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position.....	6
Statement of Revenues, Expenditures and Changes In Fund Balances - Governmental Fund Types.....	7
Reconciliation of the Governmental Funds - Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities.....	8
Statement of Net Position - Proprietary Fund.....	9
Statement of Revenues, Expenses and Changes in Net Position - Proprietary Fund.....	10
Statement of Cash Flows - Proprietary Fund.....	11
Statement of Revenues, Expenditures and Changes in Fund Balance, Budget and Actual - General Fund.....	12
Notes to the Financial Statements.....	13-24
Schedule of Funding Progress Other Post Employment Benefit.....	25
List of Audit Report Distribution.....	26
<b>Single Audit Supplementary Reports</b>	
Schedule of Expenditures of Federal Awards.....	27
Notes to the Schedule of Expenditures of Federal Awards.....	28
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.....	29-30
Report on Compliance for Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133.....	31-32
Schedule of Findings and Questioned Costs.....	33
Schedule of Prior Audit Findings.....	34



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## INDEPENDENT AUDITORS' REPORT

To the Board of Directors  
Pennsylvania Cyber Charter School

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

We have audited the accompanying financial statements of the governmental activities, business-type activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the Pennsylvania Cyber Charter School's basic financial statements as listed in the table of contents.

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

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

### *Auditors' Responsibility*

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

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

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

### *Opinions*

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Pennsylvania Cyber Charter School, as of June 30, 2013, and the respective changes in financial position and, where applicable, cash flows thereof and the respective budgetary comparison for the General Fund, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

(Continued)

INDEPENDENT AUDITORS' REPORT

(Continued)

*Other Matters*

*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the schedule of funding progress presented on pages i through vii and 28, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provided any assurance on the information because limited procedures do not provide us with sufficient evidence to express an opinion or provided any assurance.

*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Pennsylvania Cyber Charter School's basic financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

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

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

In accordance with *Government Auditing Standards*, we have also issued our report dated December 3, 2013, on our consideration of the Pennsylvania Cyber Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Pennsylvania Cyber Charter School's internal control over financial reporting and compliance.

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 3, 2013

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2013**

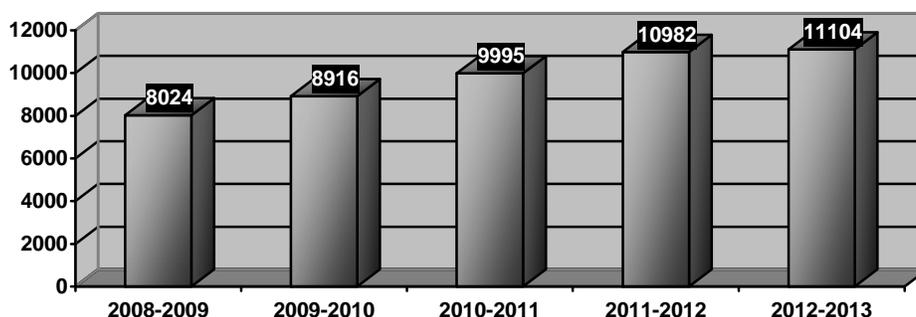
Our discussion and analysis of the Pennsylvania Cyber Charter School's (The School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2013. Please review this information in conjunction with the School's financial statements that begin on page 3.

**FINANCIAL HIGHLIGHTS**

Bolstered by a reputation for providing Pennsylvania families with exceptional, student-centered service, the School continued to experience growth in enrollment during fiscal year 2012-2013.

**Pennsylvania Cyber Charter School  
Student Enrollment**

Source: LEA May Enrollment Summaries



The School's total assets exceeded total liabilities as of June 30, 2013 by \$68,786,059. As of June 30, 2013, the School reported an unassigned ending fund balance of \$7,362,611 that may be used at the School's discretion. This amount equates to 6.78% of total General Fund Expenditures. The \$7,362,611 balance represents a \$3,813,217 or 107.43% increase from the June 30, 2012 balance of \$3,549,394.

The School's governmental fund balance was \$29,872,574 as of June 30, 2013 and consisted of the following:

Nonspendable – Prepaids and Deposits	\$ 92,356
Committed:	
Increases in Healthcare Premiums	\$ 3,096,294
Retirement (PSERS) Contributions	\$10,740,965

These represent the segregation of a portion of the fund balance indicating that assets equal to the amount are set aside for future rate changes and are, therefore, not available for appropriations.

Assigned:	
Future Facilities Acquisition	\$ 4,803,735
Future Legal Obligations	\$ 890,901
Future OPEB Obligations	\$ 382,069
Balancing the 2013-2014 General Fund Budget	\$ 2,274,343
Future Board Approved Purchase Obligations	\$ 229,300
Unassigned	\$ 7,362,611

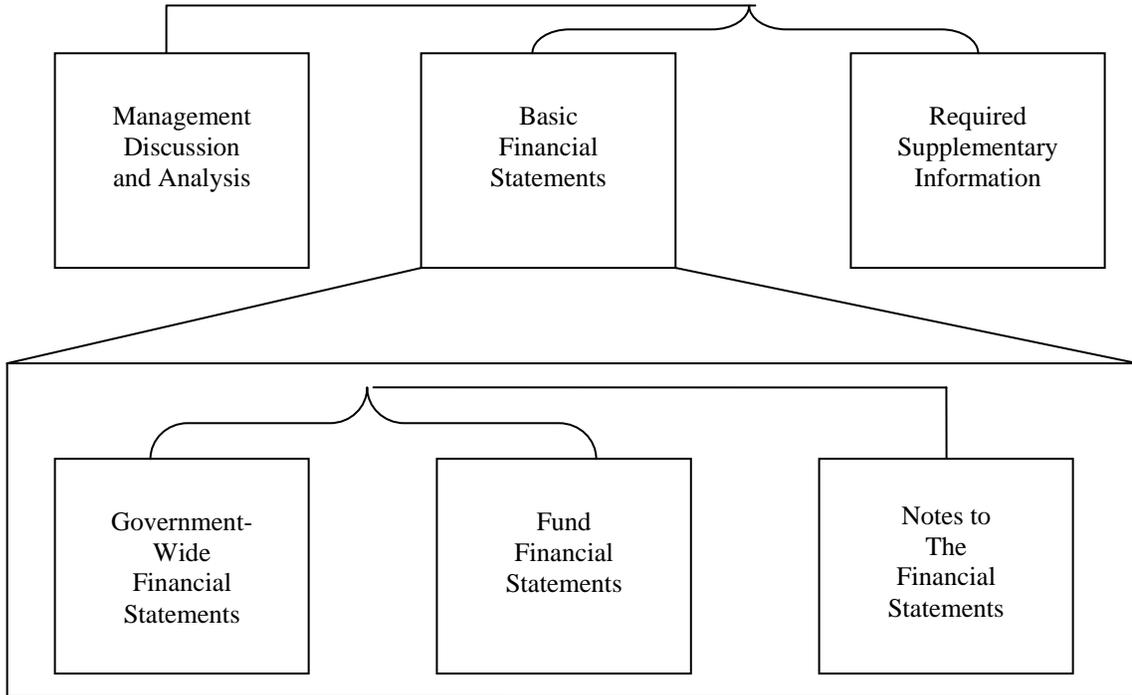
**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2013**

**USING THE BASIC FINANCIAL STATEMENT REPORT**

This Basic Financial Statement Report consists of the Management Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Position and Statement of Activities, on pages 3 and 4, provide information about the activities of the School as a whole and present a longer-term view of the School’s financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. There are two parts to the Fund financial Statements: 1) the governmental funds statement; and 2) the proprietary fund statement. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

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

Figure A-1  
Required Components of  
Pennsylvania Cyber Charter School’s  
Financial Report



**REPORTING THE SCHOOL AS A WHOLE**

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

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, “How did we do financially during Fiscal Year Ended June 30, 2013?” The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into account all of the current year’s revenues and expenses regardless of when cash is received or paid.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2013**

**Statement of Net Position and the Statement of Activities (Continued)**

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

**OVERVIEW OF FINANCIAL STATEMENTS**

**Government-Wide Statements**

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

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

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

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

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

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

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

**Fund Financial Statements**

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

*Governmental funds* – Most of the School's activities are reported in governmental funds, which focus on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the School's operations and the services it provides. Governmental fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds is reflected in a reconciliations on pages 6 and 8.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2013**

**REPORTING THE CHARTER SCHOOL'S MOST SIGNIFICANT FUNDS (CONTINUED)**

**Fund Financial Statements (Continued)**

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

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

The School's total net position was \$68,786,060 at June 30, 2013 and \$57,368,187 at June 30, 2012.

Table A-1  
Fiscal Years ended June 30, 2013 and June 30, 2012

	<u>June 30, 2013</u>	<u>June 30, 2012</u>
Current and other assets	\$ 38,685,431	\$ 24,890,904
Capital assets	30,015,368	32,892,292
Noncurrent assets	6,886,950	7,241,762
Total Assets	<u>75,587,749</u>	<u>65,024,958</u>
Current and other liabilities	5,804,055	7,656,771
Long-term liabilities	997,634	-
Total Liabilities	<u>6,801,689</u>	<u>7,656,771</u>
Net Position:		
Net investment in Capital Assets	30,015,368	32,892,292
Unrestricted	38,770,692	24,475,895
Total Net Position	<u>\$ 68,786,060</u>	<u>\$ 57,368,187</u>

The results of this year's operations as a whole are reported in the Statement of Activities on page 4. All operating expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are presented to determine the final amount of the School's activities that are supported by other general revenues. The largest general revenue is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2013**

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

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

Table A-2  
Changes in Net Position  
Fiscal Years ended June 30, 2013, and 2012

<b>Revenues</b>	<u>June 30, 2013</u>	<u>June 30, 2012</u>
<u>Program revenues:</u>		
Operating grants and contributions	\$ 6,237,629	\$ 5,593,995
<u>General Revenues:</u>		
Payments from local educational agencies	113,404,383	109,448,196
Grants, subsidies, and contributions not restricted	2,267,129	-
Investment earnings	1,481	3,920
Miscellaneous income	70,074	461,767
<b>Total revenues</b>	<u>121,980,696</u>	<u>115,507,878</u>
<b>Expenses</b>		
Instruction	69,154,302	70,160,962
Support Services	35,065,503	34,289,856
Unallocated depreciation	6,136,938	5,243,628
Non-Instructional Services	206,080	308,930
<b>Total expenses</b>	<u>110,562,823</u>	<u>110,003,376</u>
<b>Increase in net position</b>	<u>11,417,873</u>	<u>5,504,502</u>
Net Position, beginning	<u>57,368,187</u>	<u>51,863,685</u>
Net Position, ending	<u>\$ 68,786,060</u>	<u>\$ 57,368,187</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2013**

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

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

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

Table A-3  
Fiscal Year ended June 30, 2013  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Service	Net Cost of Services
Instruction	\$ 69,154,302	\$ 64,129,850
Support Services	35,065,503	33,874,905
Unallocated Depreciation	6,136,938	6,136,938
Non-Instructional Services	206,080	183,501
Total governmental activities	<u>\$ 110,562,823</u>	<u>\$ 104,325,194</u>
Total needs from local and other revenues		<u>\$ 104,325,194</u>

Table A-4  
Fiscal Year ended June 30, 2012  
Governmental Activities

<u>Function/Programs</u>	Total Cost of Service	Net Cost of Services
Instruction	\$ 70,160,962	\$ 65,623,674
Support Services	34,289,856	33,251,588
Unallocated depreciation	5,243,628	5,243,628
Non-Instructional Services	308,930	290,491
Total governmental activities	<u>\$ 110,003,376</u>	<u>\$ 104,409,381</u>
Total needs from local and other revenues		<u>\$ 104,409,381</u>

**THE SCHOOL'S FUNDS**

The General Fund, which accounts for the School's operations, had an unassigned fund balance of \$7,362,611 as noted on page 5. This represents an increase of \$3,813,217 from 2011-2012 operations.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
MANAGEMENT DISCUSSION AND ANALYSIS  
REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2013**

**General Fund Budgeting Highlights**

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

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of \$123,569,727. Actual revenues and other financing sources were slightly more than this budget amount by approximately \$780,000. This was mainly due to greater than anticipated student enrollment and less than anticipated reductions to tuition rates. The expenditures were budgeted at \$123,569,727. Actual expenditures were less than budgeted expenditures by approximately \$14.9 million, due to reduced curriculum rates and the use of existing operational funds rather than commercial loans negating financing expenses, and to operating efficiencies. A schedule showing the School's original and final budget amounts compared with amounts actually paid and received is provided on page 12.

**CAPITAL ASSET AND DEBT ADMINISTRATION**

**Capital Assets**

At June 30, 2013, the School's Governmental Activities had \$30,015,368 invested in a broad range of capital assets, including land, buildings and improvements, furniture and equipment. This amount represents a net decrease of \$2,876,924 from last year. The decrease in capital assets is primarily due to depreciation exceeding additions.

More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements.

**ECONOMIC FACTORS AND BUDGETS**

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

The rapid growth within the School puts additional burdens on the administration as each year requires increases to staff, educational programs, support services, and extracurricular activities to meet student needs and demand. Facilities must continually be updated and expanded to meet these enrollment trends. The need for additional staff working space is a continual concern.

**CONTACTING THE SCHOOL FINANCIAL MANAGEMENT**

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF NET POSITION  
AS OF JUNE 30, 2013**

	<b>Governmental Activities</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and Cash Equivalents	\$ 18,586,917
Intergovernmental Receivables, net	19,681,956
Other Receivables	71,152
Current Portion of Note Receivable	340,000
Deposits	25
Prepaid Expenses	<u>5,381</u>
<b>Total Current Assets</b>	<u>38,685,431</u>
<b>Noncurrent Assets</b>	
Land	1,079,829
Building and Improvements (net of depreciation)	17,606,716
Furniture and Equipment (net of depreciation)	1,569,773
Computer Equipment (net of depreciation)	9,759,050
Deposits	86,950
Note Receivable	<u>6,800,000</u>
<b>Total Noncurrent Assets</b>	<u>36,902,318</u>
<b>TOTAL ASSETS</b>	<u>75,587,749</u>
<b>LIABILITIES</b>	
<b>Current Liabilities</b>	
Intergovernmental Payables	964
Accounts Payable	3,534,555
Claims and Judgments Payable	275,336
Accrued Salaries & Benefits	523,524
Retirement Payable	910,532
Other Payables	2,200
Accrued Healthcare Costs	<u>556,944</u>
<b>Total Current Liabilities</b>	<u>5,804,055</u>
<b>Noncurrent Liabilities</b>	
Claims and Judgments Payable	615,565
Postemployment Benefits	<u>382,069</u>
<b>Total Noncurrent Liabilities</b>	<u>997,634</u>
<b>Total Liabilities</b>	<u>6,801,689</u>
<b>NET POSITION</b>	
Net Investment in Capital Assets	30,015,368
Unrestricted	<u>38,770,692</u>
<b>TOTAL NET POSITION</b>	<u>\$ 68,786,060</u>

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2013**

Functions/Programs	Expenses	Program Revenues		Governmental Activities	Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions		
<b>Governmental Activities:</b>					
Instruction:					
Regular Instruction	\$ 55,836,501	\$ -	\$ 3,353,662	\$ -	\$ (52,482,839)
Special Instruction	13,317,801	-	1,670,790	-	(11,647,011)
Vocational Instruction	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-
Higher Education Programs	-	-	-	-	-
<b>Total Instructional Services</b>	<b>69,154,302</b>	<b>-</b>	<b>5,024,452</b>	<b>-</b>	<b>(64,129,850)</b>
Support Services:					
Pupil Personnel	6,844,394	-	382,768	-	(6,461,626)
Instructional Staff	1,087,092	-	350,549	-	(736,543)
Administration	5,660,728	-	173,698	-	(5,487,030)
Pupil Health	311,063	-	185,161	-	(125,902)
Business Services	17,865,012	-	40,814	-	(17,824,198)
Operation of Plant and Maintenance Services	2,028,969	-	-	-	(2,028,969)
Student Transportation Services	-	-	-	-	-
Support Services - Central	1,268,245	-	57,608	-	(1,210,637)
<b>Total Support Services</b>	<b>35,065,503</b>	<b>-</b>	<b>1,190,598</b>	<b>-</b>	<b>(33,874,905)</b>
Non-Instructional Services:					
Student Activities	109,452	-	-	-	(109,452)
Food Services	-	-	-	-	-
Community Services	23,418	-	22,579	-	(839)
Facilities	-	-	-	-	-
Interest on Long-Term Debt	52,670	-	-	-	(52,670)
Other Expense	20,540	-	-	-	(20,540)
Unallocated Depreciation Expense	6,136,938	-	-	-	(6,136,938)
<b>Total Non-Instructional Services</b>	<b>6,343,018</b>	<b>-</b>	<b>22,579</b>	<b>-</b>	<b>(6,320,439)</b>
<b>Total Governmental Activities</b>	<b>\$ 110,562,823</b>	<b>\$ -</b>	<b>\$ 6,237,629</b>	<b>\$ -</b>	<b>(104,325,194)</b>
<b>General Revenues:</b>					
					113,404,383
					2,267,129
					1,481
					(8,754)
					78,828
					<u>115,743,067</u>
					11,417,873
					<u>57,368,187</u>
					<u>\$ 68,786,060</u>

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
BALANCE SHEET - GOVERNMENTAL FUNDS  
AS OF JUNE 30, 2013**

<b>ASSETS</b>	<b><u>General</u></b>
Cash and Cash Equivalents	\$ 15,036,581
Intergovernmental Receivables	19,681,956
Other Receivables	33,456
Deposits	86,975
Prepaid Expenses	<u>5,381</u>
<b>TOTAL ASSETS</b>	<b><u>\$ 34,844,349</u></b>
 <b>LIABILITIES AND FUND BALANCES</b>	
<b>LIABILITIES</b>	
Intergovernmental Payables	\$ 964
Accounts Payable	3,534,555
Accrued Salaries and Benefits	523,524
Retirement Payable	910,532
Other Payables	<u>2,200</u>
<b>TOTAL LIABILITIES</b>	<b><u>4,971,775</u></b>
 <b>FUND BALANCES</b>	
<b>Nonspendable - Prepaids and Deposits</b>	92,356
<b>Spendable</b>	
Committed To:	
Future PSERS Retirement Rate Increases	10,740,965
Future Healthcare Cost Increases	3,096,294
Assigned To:	
Future Facilities Acquisition	4,803,735
Future Board Approved Purchase Obligations	229,300
Future OPEB Obligations	382,069
Future Legal Obligations	890,901
Future Budget Deficit	2,274,343
Unassigned	<u>7,362,611</u>
<b>TOTAL FUND BALANCES</b>	<b><u>29,872,574</u></b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b><u>\$ 34,844,349</u></b>

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION  
AS OF JUNE 30, 2013**

**TOTAL FUND BALANCES - GOVERNMENTAL FUNDS** \$ 29,872,574

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

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

Cost of all capital assets	48,880,011
Less Accumulated Depreciation	(18,864,643)

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

Current portion	340,000
Long term portion	6,800,000

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

Other Post Employment Benefits	(382,069)
Claims and Judgments Payable	(890,901)

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

3,031,088

**TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES** **\$ 68,786,060**

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**GOVERNMENTAL FUND TYPES**  
**FOR THE YEAR ENDED JUNE 30, 2013**

	<u>General</u>
<b>REVENUES</b>	
Local Sources	\$ 117,352,869
State Sources	2,542,145
Federal Sources	<u>2,434,436</u>
<b>TOTAL REVENUES</b>	<u>122,329,450</u>
 <b>EXPENDITURES</b>	
Instruction	71,838,049
Support Services	34,609,161
Non-Instructional Services	132,870
Miscellaneous	20,540
Capital Outlay	7,804
Debt Service	<u>2,052,670</u>
<b>TOTAL EXPENDITURES</b>	<u>108,661,094</u>
 <b>Excess of Revenues Over Expenditures</b>	 13,668,356
 <b>OTHER FINANCING SOURCES</b>	
Proceeds of Extended Term Financing	2,000,000
Sale of Fixed Assets	<u>20,434</u>
<b>TOTAL OTHER FINANCING SOURCES</b>	<u>2,020,434</u>
 <b>NET CHANGE IN FUND BALANCES</b>	 15,688,790
 <b>FUND BALANCE - JULY 1, 2012</b>	 <u>14,183,784</u>
 <b>FUND BALANCE - JUNE 30, 2013</b>	 <u>\$ 29,872,574</u>

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
RECONCILIATION OF THE GOVERNMENTAL FUNDS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2013**

**NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS** \$ 15,688,790

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

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

Add: Capital Outlays - Net	\$ 3,289,202	
Less: Depreciation Expense	<u>(6,136,938)</u>	(2,847,736)

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

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

Other Post Employment Benefits Expense		(95,650)
Claims and Judgments Payable		(890,901)

Loss on disposition of fixed assets. (29,188)

The internal service fund is used by management to account for medical benefits of the School employees. The net (loss) of the activity of the internal service is reported with governmental activities. (67,442)

**CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES** \$ 11,417,873

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF NET POSITION  
PROPRIETARY FUND  
AS OF JUNE 30, 2013**

	<b>Governmental Activities - Internal Service Fund</b>	<b>Health Insurance Fund</b>
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and Cash Equivalents	\$ 3,550,337	
Accounts Receivable		<u>37,695</u>
<b>Total Current Assets</b>		<u>3,588,032</u>
<b>TOTAL ASSETS</b>		<u>3,588,032</u>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Accrued Healthcare Costs		<u>556,944</u>
<b>Total Current Liabilities</b>		<u>556,944</u>
<b>TOTAL LIABILITIES</b>		<u>556,944</u>
<b>NET POSITION</b>		
Unrestricted		<u>3,031,088</u>
<b>TOTAL NET POSITION</b>	<b>\$</b>	<u><u>3,031,088</u></u>

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION  
PROPRIETARY FUND  
FOR THE YEAR ENDED JUNE 30, 2013**

	<b>Governmental Activities - Internal Service Fund</b>	<b>Health Insurance Fund</b>
<b>OPERATING REVENUES</b>		
Charges for Services	\$ 5,604,017	
<b>Total Operating Revenues</b>	<u>5,604,017</u>	
<b>OPERATING EXPENSES</b>		
Cost of Services	4,960,241	
Administrative	<u>711,218</u>	
<b>Total Operating Expenses</b>	<u>5,671,459</u>	
<b>Operating Loss</b>	<u>(67,442)</u>	
<b>OPERATING TRANSFERS</b>		
Transfers from General Fund	<u>-</u>	
<b>Change in Net Position</b>	(67,442)	
<b>NET POSITION - JULY 1, 2012</b>	<u>3,098,530</u>	
<b>NET POSITION - JUNE 30, 2013</b>	<u>\$ 3,031,088</u>	

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
STATEMENT OF CASH FLOWS  
PROPRIETARY FUND  
FOR THE YEAR ENDED JUNE 30, 2013**

	<b>Governmental Activities - Internal Service Fund</b>
	<b>Health Insurance Fund</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Receipts from Interfund Services Provided	\$ 5,604,017
Cash Payments to Suppliers, net	(5,586,686)
Net Cash Provided By Operating Activities	17,331
Net Increase in Cash and Cash Equivalents	17,331
Cash and Cash Equivalents - July 1, 2012	3,533,006
Cash and Cash Equivalents - June 30, 2013	\$ 3,550,337
 <b>Reconciliation of Change in Net Position to Net Cash Provided by Operating Activities</b>	
Operating (Loss)	\$ (67,442)
<b>Change in operating assets and liabilities:</b>	
Decrease in Accounts Receivable	628,298
Increase in Accrued Healthcare Costs	(543,525)
Net Cash Provided By Operating Activities	\$ 17,331

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE, BUDGET AND ACTUAL**  
**GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2013**

	<u>Budgeted Amounts</u>		<u>Actual</u> <u>(Budgetary Basis)</u>	<u>Variance with</u> <u>Final Budget</u> <u>Positive</u>	<u>Budget to</u> <u>GAAP</u> <u>Difference</u>	<u>Actual</u> <u>Amounts</u> <u>GAAP basis</u>
	<u>Original</u>	<u>Final</u>		<u>(Negative)</u>		
<b>REVENUES</b>						
Local Revenues	\$ 113,506,548	\$ 113,506,548	\$ 117,352,869	\$ 3,846,321	\$ -	\$ 117,352,869
State Program Revenues	2,709,810	2,709,810	2,542,145	(167,665)	-	2,542,145
Federal Program Revenues	<u>2,333,369</u>	<u>2,333,369</u>	<u>2,434,436</u>	<u>101,067</u>	<u>-</u>	<u>2,434,436</u>
<b>TOTAL REVENUES</b>	<u>118,549,727</u>	<u>118,549,727</u>	<u>122,329,450</u>	<u>3,779,723</u>	<u>-</u>	<u>122,329,450</u>
<b>EXPENDITURES</b>						
Regular Programs	65,761,009	65,761,009	58,527,105	7,233,904	-	58,527,105
Special Programs	13,880,125	13,880,125	13,310,944	569,181	-	13,310,944
Vocational Programs	-	-	-	-	-	-
Other Instructional Programs	-	-	-	-	-	-
Adult Education Programs	-	-	-	-	-	-
Community/Junior College Ed Programs	-	-	-	-	-	-
Pupil Personnel Services	7,136,837	7,136,837	6,834,286	302,551	-	6,834,286
Instructional Staff Services	1,401,631	1,401,631	1,086,177	315,454	-	1,086,177
Administrative Services	3,544,164	3,544,164	4,766,257	(1,222,093)	-	4,766,257
Pupil Health	328,958	328,958	310,388	18,570	-	310,388
Business Services	18,292,609	18,292,609	17,863,832	428,777	-	17,863,832
Operation & Maintenance of Plant Services	4,328,653	4,328,653	2,195,477	2,133,176	-	2,195,477
Student Transportation Services	-	-	-	-	-	-
Central & Other Support Services	2,371,229	2,371,229	1,552,744	818,485	-	1,552,744
Food Services	-	-	-	-	-	-
Student Activities	124,553	124,553	109,452	15,101	-	109,452
Community Services	22,357	22,357	23,418	(1,061)	-	23,418
Scholarships and Awards	-	-	-	-	-	-
Facilities Acquisition and Construction	1,100,000	1,100,000	7,804	1,092,196	-	7,804
Miscellaneous	58,175	58,175	20,540	37,635	-	20,540
Debt Service	<u>5,219,427</u>	<u>5,219,427</u>	<u>2,052,670</u>	<u>3,166,757</u>	<u>-</u>	<u>2,052,670</u>
<b>TOTAL EXPENDITURES</b>	<u>123,569,727</u>	<u>123,569,727</u>	<u>108,661,094</u>	<u>14,908,633</u>	<u>-</u>	<u>108,661,094</u>
Excess (Deficiency) of Revenues Over Expenditures	(5,020,000)	(5,020,000)	13,668,356	18,688,356	-	13,668,356
<b>OTHER FINANCING SOURCES (USES)</b>						
Proceed from Extended Term Financing	5,000,000	5,000,000	2,000,000	(3,000,000)	-	2,000,000
Sale or Compensation for Loss of Fixed Assets	<u>20,000</u>	<u>20,000</u>	<u>20,434</u>	<u>434</u>	<u>-</u>	<u>20,434</u>
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>5,020,000</u>	<u>5,020,000</u>	<u>2,020,434</u>	<u>(2,999,566)</u>	<u>-</u>	<u>2,020,434</u>
Net Change in Fund Balances	-	-	15,688,790	15,688,790	-	15,688,790
<b>Fund Balance - July 1, 2012</b>	<u>12,319,936</u>	<u>12,319,936</u>	<u>14,183,784</u>	<u>1,863,848</u>	<u>-</u>	<u>14,183,784</u>
<b>Fund Balance - June 30, 2013</b>	<u>\$ 12,319,936</u>	<u>\$ 12,319,936</u>	<u>\$ 29,872,574</u>	<u>\$ 17,552,638</u>	<u>\$ -</u>	<u>\$ 29,872,574</u>

See Accompanying Notes to The Financial Statements.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 1 - REPORTING ENTITY**

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

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

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

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

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

***A. Basis of Presentation***

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

During the year, the School implemented GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources and Net Position*. This Statement provides a new statement of net position format to report all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position. A deferred outflow of resources is a consumption of net assets that is applicable to a future reporting period while a deferred inflow of resources is an acquisition of net assets that is applicable to a future reporting period. This standard also amends certain provisions of GASB Statement No. 34 and related pronouncements to reflect the residual measure in the statement of financial position as net position, rather than net assets.

**Government-wide financial statements** – The statement of net position and the statement of activities display information about the School as a whole. These statements include the financial activities of the overall government. Eliminations have been made to minimize the double counting of internal activities.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

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

**Government-wide financial statements (continued)**

The statement of net position presents the financial condition of the governmental and business-type activities of the School at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental and business-type activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that is required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business activity or governmental function is self-financing or draws from the general revenues of the School.

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

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

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

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

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 180 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, arbitrage rebates, and post-employment healthcare benefits, are recorded only when payment is due.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

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

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

The School reports the following major governmental fund:

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

Additionally, the School reports the following proprietary fund type:

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

***C. Budgetary Process***

The School passed an appropriated budget for the fiscal year ending June 30, 2013 with revenues totaling \$123,569,727 and expenditures totaling \$123,569,727.

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

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

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

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

Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the School Board. Amendments are presented to the Board at their regular meetings. Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year-end as dictated by law.

***D. Deposits and Investments***

The School’s cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

***E. Interfund Balances***

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as “interfund receivables/payables.” These amounts are offset against each other in the governmental and business-type activities columns of the statement of net position, except for amounts due to/from other funds which are not presented in the statement of net position.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

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

***F. Capital Assets***

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

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair market values as of the date received. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

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

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

***G. Compensated Absences***

The School has no compensated absences as of June 30, 2013.

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

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

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

***I. Net Position***

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

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

***J. Fund Balance Classifications***

The GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions (GASB 54) effective for reporting periods beginning after June 15, 2010. The intention of the GASB is to provide a more structured classification of fund balance and to improve the usefulness of fund balance reporting to the users of the School's financial statements. The reporting standard establishes a hierarchy for fund balance classifications and the constraints imposed on the users of those resources.

GASB 54 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items and inventories.

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

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

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

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

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

**Prioritization of Fund Balance Use**

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

***K. Use of Estimates***

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

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 3 – CASH AND CASH EQUIVALENTS**

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

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

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

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

The following is a description of the School’s deposit and investment risks:

*Custodial Credit Risk* – The risk that in the event of a bank failure, the School’s deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2013, \$18,829,176 of the School’s bank balance of \$19,090,879 was exposed to custodial credit risk, however this balance is collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution’s name. These deposits have a carrying amount of \$18,586,917 as of June 30, 2013.

**NOTE 4 – INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables earned by the School. At June 30, 2013, the following amounts were receivable from other governmental units.

	<u>Receivable</u>
Governmental Units:	
State	\$ 614,039
Federal - grant programs	690,485
Local Educational Agencies, net of allowance	18,377,432
Totals	<u><u>\$ 19,681,956</u></u>

**Allowance for Doubtful Accounts**

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of LEAs to make required payments. Based on management’s assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was \$278,518 as of June 30, 2013.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 5 – PROPERTY, PLANT AND EQUIPMENT**

A summary of fixed assets recorded as of June 30, 2013 is as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Capital assets, not being depreciated:				
Land	\$ 1,079,829	\$ -	\$ -	\$ 1,079,829
Capital assets, being depreciated:				
Buildings and Improvements	19,142,575	15,303	-	19,157,878
Furniture and Equipment	4,482,207	182,187	(46,184)	4,618,210
Computer Equipment	22,819,381	3,091,712	(1,886,999)	24,024,094
Total capital assets, being depreciated	<u>46,444,163</u>	<u>3,289,202</u>	<u>(1,933,183)</u>	<u>47,800,182</u>
Accumulated depreciation for:				
Buildings and Improvements	(1,123,207)	(427,955)	-	(1,551,162)
Furniture and Equipment	(2,663,458)	(417,932)	32,953	(3,048,437)
Computer Equipment	<u>(10,845,035)</u>	<u>(5,291,051)</u>	<u>1,871,042</u>	<u>(14,265,044)</u>
Total accumulated depreciation	<u>(14,631,700)</u>	<u>(6,136,938)</u>	<u>1,903,995</u>	<u>(18,864,643)</u>
Total capital assets, being depreciated, net:	<u>31,812,463</u>	<u>(2,847,736)</u>	<u>(29,188)</u>	<u>28,935,539</u>
Governmental activities capital assets, net:	<u>\$ 32,892,292</u>	<u>\$ (2,847,736)</u>	<u>\$ (29,188)</u>	<u>\$ 30,015,368</u>

Depreciation expense of \$6,136,938 for the fiscal year ended June 30, 2013 was not allocated to the various functions because the property, plant and equipment serve all functions of the School.

**NOTE 6 – NOTES RECEIVABLE**

On June 30, 2009, the School and the Lincoln Park Performing Arts Center (LPPAC) agreed to cancel a prepaid lease originally signed in May 2005. Additionally, LPPAC signed a promissory note agreeing to repay the School the remaining balance of \$8,500,000 over a period of twenty-four years through June 30, 2034. As of June 30, 2013, the balance of this note receivable is \$7,140,000.

**NOTE 7 – CREDIT LINE PAYABLE**

The School had a credit line with a bank for short-term financing needs. The maximum borrowing amount of the credit line was \$30,000,000 as of June 30, 2013, with interest being charged at 2.00% plus 30 day LIBOR. As of June 30, 2013 the interest rate on this line is 2.19228%. The credit line is secured by the accounts receivable of the School. During the fiscal year ended June 30, 2013, the School requested credit line advances totaling \$10,000,000 and made payments on the credit line totaling \$10,000,000.

As of June 30, 2013 there was no outstanding obligation on the credit line.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 8 - OPERATING LEASES - LESSEE**

The School has ten operating leases for office space that expire at various dates through August 2018, with optional renewable terms. Rental expense for these leases totaled \$1,270,010 for the year ended June 30, 2013.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2013, are:

Year Ending June 30, :	
2014	\$ 1,266,401
2015	1,231,220
2016	1,021,133
2017	384,792
2018 and beyond	253,784
Total Minimum Payments Required	<u>\$ 4,157,330</u>

**NOTE 9 - COMMITMENTS**

**Management Agreement**

On August 26, 2005 the School entered into a management agreement with the National Network of Digital Schools (NNDS). The management agreement was amended as of July 1, 2010 for a five year term and will automatically renew for successive one-year terms thereafter, unless terminated. Under the agreement, NNDS will provide the following services:

1. General business advice regarding operation and management of the School and its resources.
2. Negotiate agreements on behalf of the School to carry out and implement the purpose of the School.
3. Assist the School with accounting records and operational policies.
4. Provide assistance to the School with legal counsel and auditors as may be required.
5. Provide staff development and human resource services.
6. Marketing School services for the purpose of increasing enrollment.
7. Procurement, shipping and transportation service.
8. Provide physical plant and information technology services.

Fees per the contract are based on 12% of the School's gross revenue less investment income, gifts or endowment revenue. Total charges under the contract for the fiscal year ending June 30, 2013 were \$14,634,768.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 9 – COMMITMENTS (continued)**

**Construction Loan**

The School had a construction mortgage to provide for financing needs in relation to the construction of a new building. The maximum borrowing amount of the mortgage was \$5,000,000. Interest was charged at a rate of 2.00% plus 30 day LIBOR. As of June 30, 2013 the interest rate on this loan was 2.19228%. During the fiscal year ended June 30, 2013, the School requested advances totaling \$2,000,000 and made payments totaling \$2,000,000. The mortgage was secured by the building located at 652 Midland Avenue, Midland PA 15059. As of June 30, 2013, the loan is closed and there is no outstanding obligation on the mortgage.

**NOTE 10 – RETIREMENT PLANS/OTHER POSTEMPLOYMENT BENEFITS**

Plan Description. The School contributes to the Public School Employees’ Retirement System (PSERS); a Governmental cost sharing multiple-employer defined benefit pension plan administered by the PSERS Board of Trustees under the authority of the Public School Employees’ retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa. C.S. 8101-8535). PSERS provides retirement and disability, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The PSERS issues a publicly available comprehensive annual financial report that may be obtained by writing to Office of Financial Management, Public School Employees’ Retirement System, P.O. Box 125, Harrisburg, PA 17108-0125. The publication is also available on the PSERS website at:

*<http://www.psers.state.pa.us/publications/general/cafr.htm>*

Funding Policy. Active members who joined the System prior to July 22, 1983, are required to contribute 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member’s qualifying compensation. Members who joined the System on or after July 22, 1983 and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member’s qualifying compensation. Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (Membership Class T-D) of the member’s qualifying compensation. Members who joined the System on or after July 1, 2011 contribute at 7.50% (Membership Class T-E) with “shared risk” contribution levels that may fluctuate between 7.50% and 9.50% or at 10.3% (Membership Class T-F) with “shared risk” contribution levels that may fluctuate between 10.30% and 12.30%. The School is required to contribute at an actuarially determined rate. The rates applied to annual covered payroll were 12.36% at June 30, 2013 and 8.65% at June 30, 2012. The 12.36% at June 30, 2013 is composed of a pension contribution rate of 11.50% for pension benefits and 0.86% for healthcare insurance premium assistance. The School contributed 100% of the required contribution to PSERS for the five year trend as follows:

<u>Year Ended</u> <u>June 30,</u>	<u>Amount of</u> <u>Employer Contribution</u>	<u>Contribution % of</u> <u>Covered Salaries</u>
2013	\$2,951,233	12.36%
2012	\$2,173,334	8.65%
2011	\$1,316,082	5.64%
2010	\$914,803	4.78%
2009	\$902,817	4.76%

**NOTE 11 – FUND BALANCE REPORTING**

The School has classified its fund balances within the following hierarchy:

Nonspendable

As of June 30, 2013, \$92,356 of the School’s fund balance is classified as nonspendable.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 11 – FUND BALANCE REPORTING (continued)**

Spendable

The School has classified the spendable fund balances as Committed, Assigned and Unassigned and considered each to have been spent when expenditures are incurred. The School currently has no funds classified as Restricted.

*Committed for PSERS* – The Board has set aside certain spendable fund balance for the future, significant, scheduled increases in the PSERS employer contribution rate. At year end, the committed fund balance to cover PSERS rate increases is \$10,740,965.

*Committed for Health Care* – The Board has set aside certain spendable fund balance to cover projected increases in health care costs. At year end, the committed fund balance to cover these projected rate increases is \$3,096,294.

*Assigned for Facilities Acquisitions* – The Board Treasurer has set aside certain spendable fund balance for the future facilities acquisitions based on need due to the growth of the School. At year end, the assigned fund balance to cover facilities acquisitions is \$4,803,735.

*Assigned for Budget Balancing* – The Board Treasurer has set aside certain spendable fund balance to cover projected expenditures in excess of revenues for the 2013/2014 school year. At year end, the assigned fund balance to cover the excess expenditures is \$2,274,343.

*Assigned for Purchase Obligations* – The Board Treasurer has set aside certain spendable fund balance to cover purchases approved by the Board in 2012/2013 for purchases made in the 2013/2014 school year. At year end, the assigned fund balance to cover these purchase obligations is \$229,300.

*Assigned for Legal Obligations* – The Board Treasurer has set aside certain spendable fund balance for the future, significant, legal obligations of the School. At year end, the assigned fund balance to cover the obligations is \$890,901.

*Assigned for OPEB Obligations* – The Board Treasurer has set aside certain spendable fund balance for the future postemployment benefit obligations of the School. At year end, the assigned fund balance to cover the obligations is \$382,069.

*Unassigned* – As of June 30, 2013, the unassigned fund balance for the General Fund is \$7,362,611.

**NOTE 12 - CONTINGENCIES**

**Litigation**

The School is involved in various legal proceedings, claims and litigation arising for the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position at June 30, 2013, beyond the aforementioned assignment of fund balance. Fund balance has been assigned for matters that have settled prior to the issuance of the financial statement.

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Claims and Judgments Payable	<u>\$ -</u>	<u>\$ 890,901</u>	<u>\$ -</u>	<u>\$ 890,901</u>

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 12 – CONTINGENCIES (continued)**

During 2012 several school districts filed a class action complaint, alleging that the School had received undue funds for the education of 4-year old kindergarten students. Subsequent to yearend the court issued an order granting class certification in the underlying state law case. The amount at issue is not yet clear, at this time an estimate of the loss, if any, cannot be made, however it could be material.

**Grants**

The School is potentially liable for any expenditure that may be disallowed pursuant to the terms of grant programs. Management is not aware of any material items of noncompliance, which would result in the disallowance of program expenditures.

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2013.

**NOTE 13 – RISK MANAGEMENT**

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

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

Liability balance - June 30, 2012	\$ 1,100,469
Incurred claims and estimates	4,416,716
Less:	
Claims paid during the period	<u>(4,960,241)</u>
Liability balance - June 30, 2013	<u>\$ 556,944</u>

**NOTE 14 – POST-RETIREMENT HEALTH INSURANCE BENEFITS**

The School sponsors a single employer defined benefit “other post-employment benefit” (OPEB) plan. The benefits provided to retirees of the School include the option of continuing on the School’s health care plan available to the active employees at his/her own expense until the retiree reaches age 65. Under this plan, retirees who meet certain age and service requirements may elect coverage for themselves and their spouse until they reach age 65 or three years, whichever comes first. Should the retiree not be eligible for Medicare at the end of the three year period, the retiree may elect to stay on the School’s health care plan at his/her expense until the retiree reaches Medicare eligibility. The School currently pays an explicit subsidy equal to 100% of the blended (active and retired) premium, plus the implicit subsidy equal to the difference between the actual retiree cost and the blended rate.

Currently, these benefits are provided through the School’s self-funded health insurance plan (self-insurance). The School recognizes the cost of providing benefits by expensing the actual claims paid by the self-insurance on a pay-as-you-go basis. There are no plans at this time to fund the OPEB liability and therefore there are no plan assets.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2013**

**NOTE 14 – POST-RETIREMENT HEALTH INSURANCE BENEFITS (continued)**

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. The OPEB plan does not issue stand-alone financial reports. As allowed by GASB Statement 45, the School elected to report the OPEB plan liability on a prospective basis.

The annual OPEB cost was determined as part of the actuarial valuation. Additional information as of the last actuarial valuations follows:

Annual OPEB Cost and Net OPEB Obligation

Annual Required Contribution	\$	106,354
Interest on the Net OPEB Obligation		12,889
Adjustment on the ARC		<u>(17,584)</u>
Annual OPEB Costs	\$	101,659
Less Contributions made		<u>(6,009)</u>
Increase in Net OPEB Obligation	\$	95,650
Net OPEB obligation - beginning of year		<u>286,419</u>
Net OPEB obligation - end of year	\$	<u><u>382,069</u></u>

Remaining Amortization Period:	30 Years
Actuarial Assumptions:	
Investment rate of return	4.50%
Inflation rate	None
Health cost trend rates	Annual Increases in premium for retired medical prescription drug benefits are assumed to be as follows:

Year After Valuation	Increase
1	5.00%
2	5.00%
3	5.00%
4	5.00%
5 or more	5.00%

**NOTE 15 – SUBSEQUENT EVENTS**

During July 2013, the School renewed its \$30,000,000 line of credit. Bank advances on the credit line are payable on demand and carry an interest rate of 2.00% plus 30 day LIBOR. The credit line is secured by the accounts receivable of the School.

**PENNSYLVANIA CYBER CHARTER SCHOOL  
REQUIRED SUPPLEMENTARY INFORMATION**

**SCHEDULE OF FUNDING PROGRESS  
OTHER POST EMPLOYMENT BENEFIT  
JUNE 30, 2013**

Trend information gives an indication of the progress made in accumulating sufficient assets to pay benefits when due. Information in this schedule about funded status and funding progress is presented using the entry age actuarial cost method for that purpose. This information is intended to serve as a surrogate for the funding progress of the plan. The School has presented information from the first three valuations, which were first required by Governmental Accounting Standards Board (GASB) Statement # 45. This information is presented prospectively. In subsequent years, the School will add to the schedule until six years of information has been met.

Actuarial Valuation Date	Actuarial Value of Assets (AVA)	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
7/1/2008	\$ -	\$ 270,651	\$ 270,651	0%	\$ 17,868,250	1.51%
7/1/2010	\$ -	\$ 531,596	\$ 531,596	0%	\$ 23,733,290	2.24%
7/1/2012	\$ -	\$ 587,308	\$ 587,308	0%	\$ 24,224,459	2.42%

See Independent Auditors' Report.

**Pennsylvania Cyber Charter School**

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**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2013**

Federal Grantor/Project Title	Source Code	Federal CFDA Number	Pass Through Grantor's Number	Grant Period From-To	Program or Award Amount	Total Received For Year	Accrued (Deferred) Revenue July 1, 2012	Revenue Recognized	Expenditures	Accrued (Deferred) Revenue June 30, 2013
U.S. Department of Education										
Passed through the PA Department of Education:										
Title I Improving Basic Programs	I	84.010	013-120996	07/01/12-09/30/13	\$ 2,257,827	\$ 2,257,827	\$ -	\$ 2,257,827	\$ 2,257,827	\$ -
Title II	I	84.367	020-120996	07/01/12-09/30/13	96,707	97,671	-	96,707	96,707	(964)
<b>Total PA Department of Education</b>							-	2,354,534	2,354,534	(964)
Department of Public Welfare										
Title XIX - Medical Access	I	93.778		10/01/12-12/31/12	\$ 673	\$ 673	-	673	673	-
Title XIX - Medical Access	I	93.778		01/01/13-03/31/13	681	-	-	681	681	681
<b>Total PA Department of Public Welfare</b>							-	1,354	1,354	681
Passed through the Beaver Valley Intermediate Unit:										
IDEA 619 B Pass Through	I	84.173	27	07/01/12-06/30/13	\$ 6,482	\$ -	-	6,482	6,482	* 6,482
IDEA - ESY	I	84.027	27	07/01/12-06/30/13	207	207	-	207	207	* -
IDEA	I	84.027	27	07/01/12-06/30/13	1,251,659	1,251,659	-	1,251,659	1,251,659	* -
<b>Total Intermediate Unit</b>							-	1,258,348	1,258,348	6,482
<b>Total Federal Assistance</b>							\$ -	\$ 3,614,236	\$ 3,614,236	\$ 6,199

Source Codes:  
I=Indirect Funding  
F=Federal Share  
S=State Share

Footnotes:  
\* Selected for testing

Percentage test rule calculation:  
Total Expenditures per above

\$ 3,614,236

Total Federal Expenditures Tested = \$ 1,258,348 = 35%

**PENNSYLVANIA CYBER CHARTER SCHOOL  
NOTES TO THE SCHEDULE OF  
EXPENDITURES OF FEDERAL AWARDS**

**NOTE 1 – BASIS OF ACCOUNTING**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Pennsylvania Cyber Charter School (The School) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements on OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**NOTE 2 – BUDGETARY DATA**

The School passed, and had approved by the appropriate agency, budgets for the fiscal year ending June 30, 2013 for all federal programs.

**NOTE 3 – RECONCILIATION**

Federal Awards per Schedule of Expenditures of Federal Awards	\$ 3,614,236
Medical Access funds	78,548
Pass-through awards recorded in Local revenue	<u>(1,258,348)</u>
Per financial statement	<u>\$ 2,434,436</u>



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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

INDEPENDENT AUDITORS' REPORT

To the Board of Directors  
Pennsylvania Cyber Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Pennsylvania Cyber Charter School as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements, and have issued our report thereon dated December 3, 2013.

***Internal Control over Financial Reporting***

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

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

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

***Compliance and Other Matters***

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

(Continued)

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

INDEPENDENT AUDITORS' REPORT

*(Continued)*

*Purpose of this Report*

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

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 3, 2013



351 Harvey Avenue, Suite A  
Greensburg, PA 15601-1911  
724 838 8322  
www.DeluzioCPA.com

Charles A. Deluzio, CPA  
Jeffrey P. Anzovino, CPA, MSA  
Joseph E. Petrillo, CPA  
Stacey A. Sanders, CPA, CSEP

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

INDEPENDENT AUDITORS' REPORT

To the Board of Directors  
Pennsylvania Cyber Charter School

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

We have audited Pennsylvania Cyber Charter School's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that could have a direct and material effect on each of Pennsylvania Cyber Charter School's major federal programs for the year ended June 30, 2013. The Pennsylvania Cyber Charter School's major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs.

*Management's Responsibility*

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

*Auditor's Responsibility*

Our responsibility is to express an opinion on compliance for each of Pennsylvania Cyber Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Pennsylvania Cyber Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

**Unmodified Opinion on Each Major Federal Program**

In our opinion, Pennsylvania Cyber Charter School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

(Continued)

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL  
CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

INDEPENDENT AUDITORS' REPORT

(Continued)

**Report on Internal Control over Compliance**

Management of Pennsylvania Cyber Charter School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Pennsylvania Cyber Charter School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 3, 2013

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2013**

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

**Financial Statements**

Type of auditor’s report issued: Unmodified

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

Noncompliance material to financial statements noted?  Yes  No

**Federal Awards**

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

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

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133?  Yes  No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Numbers</u>
IDEA – Special Education Cluster	84.173 & 84.027

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee?  Yes  No

**Section II – Financial Statement Findings**

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

**None**

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

This section identifies the audit findings to be reported by Section 510(a) of Circular A-133 (e.g. report significant deficiencies, material weaknesses and instances of noncompliance, including questioned costs).

**None**

**PENNSYLVANIA CYBER CHARTER SCHOOL  
SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2013**

**Prior Year Findings**

This section identifies the audit findings that were reported in the prior year by Section 510(a) of Circular A-133 (e.g. report significant deficiencies, material weaknesses and instances of noncompliance, including questioned costs).

**None**

**PA CYBER CHARTER SCHOOL**  
**PRELIMINARY BALANCE SHEET**  
As of July 31, 2014

		Governmental Funds <u>July 31, 2014</u>
<b>ASSETS</b>		
	CURRENT ASSETS	
	CASH	\$ 17,271,982
	ACCOUNTS RECEIVABLES (NET)	\$ 26,926,119
	DUE FROM OTHERS	\$ 1,755,862
	PREPAID EXPENSES	\$ 11,845
	DEPOSITS	\$ 93,282
	TOTAL CURRENT ASSETS	<u>\$ 46,059,091</u>
	 TOTAL ASSETS	 <u><u>\$ 46,059,091</u></u>
 <b>LIABILITIES &amp; EQUITY</b>		
	CURRENT LIABILITIES	
	ACCOUNTS PAYABLE	\$ 1,994,383
	DEFERRED REVENUE	-
	DUE TO OTHERS	-
	LINE OF CREDIT	-
	PAYROLL PAYABLE	1,415,794
	STUDENT ACTIVITIES PAYABLE	2,200
	TOTAL CURRENT LIABILITIES	<u>\$ 3,412,377</u>
	 EQUITY	
	FUND BALANCE - BEGINNING	\$ 39,093,807
	NET INCOME	3,552,907
	TOTAL EQUITY	<u>\$ 42,646,714</u>
	 TOTAL LIAB & EQUITY	 <u><u>\$ 46,059,091</u></u>

**PA CYBER CHARTER SCHOOL**  
**PROFIT AND LOSS**  
From July 1, 2014 To July 31, 2014

	<u>Budget</u>	<u>Governmental Funds</u>	<u>Variance Favorable(Unfavorable)</u>
<b>REVENUES</b>			
LOCAL			
Pennsylvania LEA's	\$ 115,251,000	\$ 8,640,000	\$ (106,611,000)
Other	1,865,026	4,037	(1,860,989)
TOTAL LOCAL	<u>\$ 117,116,026</u>	<u>\$ 8,644,037</u>	<u>\$ (108,471,989)</u>
State	160,845	-	(160,845)
Federal	2,429,134	-	(2,429,134)
Proceeds of Extended Term Financing	-	-	-
Sale of Fixed Assets	25,000	-	(25,000)
TOTAL REVENUE	<u>\$ 119,731,005</u>	<u>\$ 8,644,037</u>	<u>\$ (111,086,968)</u>
<b>EXPENDITURES</b>			
Instruction	\$ 74,687,028	\$ 1,968,780	\$ 72,718,248
Administration	43,812,325	3,000,597	40,811,728
Student Activities	153,617	19,970	133,647
Facility Improvement	2,103,199	101,783	2,001,416
Debt Service	67,946	-	67,946
TOTAL EXPENDITURES	<u>\$ 120,824,115</u>	<u>\$ 5,091,130</u>	<u>\$ 115,732,985</u>
 <b>REVENUE IN EXCESS (DEFICIT) OF EXPENDITURES</b>		 <u><u>\$ 3,552,907</u></u>	

**The Pennsylvania Cyber Charter School  
Depositories and Authorized Signors**

August 2014

<u>Account #</u>	<u>Account Type</u>	<u>Financial Institution</u>	<u>No. of Required Signatures</u>	<u>Facsimiles Allowed (Y or N)</u>	<u>Authorized Signatures</u>	<u>Title</u>
01059736337	General Checking	Huntington National Bank 600 Midland Avenue Midland, PA 15059	2	Y	Dr. Michael J. Conti Edward T. Elder Matthew M. Schulte	CEO Board President Treasurer
01059736353	Payroll Checking	Huntington National Bank 600 Midland Avenue Midland, PA 15059	2	Y	Dr. Michael J. Conti Edward T. Elder Matthew M. Schulte	CEO Board President Treasurer
01059700486	Savings - Public Funds	Huntington National Bank 600 Midland Avenue Midland, PA 15059	2	Y	Dr. Michael J. Conti Edward T. Elder Matthew M. Schulte	CEO Board President Treasurer
01050120696	Health Care Fund (Self-Insured)	Huntington National Bank 600 Midland Avenue Midland, PA 15059	2	Y	Dr. Michael J. Conti Edward T. Elder Matthew M. Schulte	CEO Board President Treasurer
01100186263	Flexible Spending Plan	Huntington National Bank 600 Midland Avenue Midland, PA 15059	2	Y	Dr. Michael J. Conti Edward T Elder Matthew M. Schulte	CEO Board President Treasurer

**The Pennsylvania Cyber Charter School  
Depositories and Authorized Signors**

August 2014

<u>Account #</u>	<u>Account Type</u>	<u>Financial Institution</u>	<u>No. of Required Signatures</u>	<u>Facsimiles Allowed (Y or N)</u>	<u>Authorized Signatures</u>	<u>Title</u>
01100187987	Student Activity Fund	Huntington National Bank 600 Midland Avenue Midland, PA 15059	2	Y	Dr. Michael J. Conti Edward T. Elder Matthew M. Schulte	CEO Board President Treasurer
01100190398	Debit Account	Huntington National Bank 600 Midland Avenue Midland, PA 15059	2	Y	Dr. Michael J. Conti Edward T. Elder Matthew M. Schulte	CEO Board President Treasurer

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 04 2014**

THE PENNSYLVANIA CYBER CHARTER  
SCHOOL  
652 MIDLAND AVENUE  
MIDLAND, PA 15059

Employer Identification Number:  
23-3037992  
DLN:  
17053162336003  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
November 15, 2010  
Contribution Deductibility:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

THE PENNSYLVANIA CYBER CHARTER

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

ADDENDUM

Based on the information submitted with your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as shown in the heading of this letter, is retroactive to the date of revocation.

If you have been in existence for at least three years and you have not filed a Form 990 return or notice for three consecutive years, you may soon receive a letter (Notice CP120A) that we automatically revoked your exempt status, as required by law, for failure to file a return or notice for three consecutive years. This letter will serve to reinstate your exempt status, so you will not need to re-apply. However, you may need to file the appropriate delinquent Forms 990 for all years you have operated as a tax-exempt organization.

333 MARKET STREET  
HARRISBURG, PA 17126-0333  
[www.pde.state.pa.us](http://www.pde.state.pa.us)

August 19, 2014

Dr. Michael J Conti  
Chief Executive Officer  
Pennsylvania Cyber CS  
652 Midland Avenue  
Midland, PA 15059

RE: 2013-14 Federal Programs Consolidated Review  
Programs Reviewed: Title I, Title IIA and Fiscal

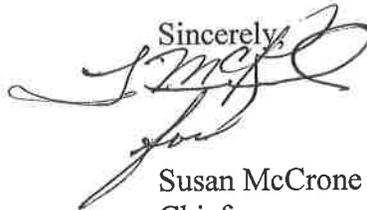
Dear Dr. Conti:

I thank you and your staff for participating in the Federal Programs Consolidated Review for 2013-14. This review indicates that your Title I, Title II Part A, and Fiscal Requirements are in complete compliance with current statute, regulations, and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at [http://www.federalmonitor.com/\\_pa](http://www.federalmonitor.com/_pa) using the same username and password that you received in your monitoring notification letter sent to you in December/January.

If you have any questions, please feel free to contact your regional coordinator at 717.783.2193.

Thank you for your cooperation.

Sincerely,  


Susan McCrone  
Chief  
Division of Federal Programs

cc: Project File  
Federal Programs Coordinator

**2013-2014 IDEA EXPENDITURE DOCUMENTATION**

SCHOOL DISTRICT:  Pennsylvania Cyber Charter School  DATE:  03/28/2014

2013-2014 ALLOCATION: \$  1,246,182.00

<b><u>Budget Category</u></b>	<b><u>Amount Expended or to be Expended</u></b>
Payroll Cost	\$1,046,161.19
Benefit Cost	\$80,031.33
Contracted Services	\$360,915.25
Total Costs	\$1,487,107.77

**Documentation Requirements**

For payroll costs: Attach a schedule with:  
Employee name and total salary charged to IDEA

For benefit costs: Include in the schedule for payroll costs each benefit provided and the total cost of each.

For invoices: Attach a copy of each paid invoice.

Please note that all expenditures may be subject to additional audit procedures by the BVIU Auditors.

**Pennsylvania Cyber Charter School  
2013-2014 IDEA GRANT  
Payroll and Fringe Benefits**

	<b>As of December 31, 2013</b>		
	<u>Salaries and Wages</u>	<u>FICA Benefits</u>	<u>Total Salaries and Benefits</u>
Ablog, Athena/Lattore, Rachel (R-Prezgay, David)	21,000.00	1,606.50	22,606.50
Allen, Lucas Adam	20,000.02	1,530.00	21,530.02
Balestrieri (Wagner), Cher	4,902.09	375.01	5,277.10
Becker, Chris	31,238.02	2,389.71	33,627.73
Boyde Jr, David	23,015.00	1,760.65	24,775.65
Boyer (Hook), Kaitlynn Marie/Greco, Precious	21,000.00	1,606.50	22,606.50
Cheddar, Erin 08-09	24,325.00	1,860.86	26,185.86
Cilli (Wishner), Brittany Ann	21,000.00	1,606.50	22,606.50
Coble, Janine Marie/May, Jessica M	18,467.46	1,412.76	19,880.22
Cox, Ericka 10-11	15,844.56	1,212.11	17,056.67
Crook, Ashley Elizabeth / McCullough, Kristi	22,500.00	1,721.25	24,221.25
Deloe, Cheryl (R-Toth, Jean)	13,498.33	1,032.62	14,530.95
Dewitt, Justin	25,461.60	1,947.81	27,409.41
Dunlap, Krystal	24,795.00	1,896.82	26,691.82
Erickson, Loriann	26,520.00	2,028.78	28,548.78
Fath, Jenny	25,526.60	1,952.78	27,479.38
Fisher (Shank), Julie E	33,370.56	2,552.85	35,923.41
Gorman, Edward	28,119.08	2,151.11	30,270.19
Holman, Daniel Joseph/Cummings, Sally	21,130.00	1,616.45	22,746.45
Holman, Richard	16,870.80	1,290.62	18,161.42
Kushich, Kelly	25,254.96	1,932.00	27,186.96
Lake, Kaylee Elizabeth	20,000.02	1,530.00	21,530.02
Lanious, Melissa	19,569.47	1,497.06	21,066.53
Lindner (Cicerchi), Lisa (R-Cerilli, Rebecca)	22,500.00	1,721.25	24,221.25
McKinney, Katie Marie/Schmidt, Ashley 10-11	21,357.48	1,633.85	22,991.33
Meissner, Victoria	18,717.73	1,431.91	20,149.64
Mineard, Lynda E	27,369.72	2,093.78	29,463.50
Mouser, Allison Kristine	21,000.00	1,606.50	22,606.50
Ochtun, Sarah	25,461.60	1,947.81	27,409.41
Ribar, Lindsey	28,419.00	2,174.05	30,593.05
Ross, Lisa N 10-11	18,387.22	1,406.62	19,793.84
Shaffer (Molinaro), Angelica Marie / Lamantia, Julianna NT 10-11	22,500.00	1,721.25	24,221.25
Shaw, Lindsay (R - Korol, Rachel)	23,334.86	1,785.12	25,119.98
Simoni, Stephanie	26,877.48	2,056.13	28,933.61
Springer, Amanda Dawn/Janacone, Alicia Jo 11-12	21,000.00	1,606.50	22,606.50
Turley, Amber	26,828.36	2,052.37	28,880.73
Wilson (Hunter), Audrey	26,476.60	2,025.46	28,502.06
Cherok, Kinsey Lyn/Weldon, Erin	21,000.00	1,606.50	22,606.50
McGaffic, Kelly Lynn/Campbell, Colleen	21,000.00	1,606.50	22,606.50
Mentel, Brittany	24,173.57	1,849.28	26,022.85
Nagle, Sean	22,500.00	1,721.25	24,221.25
Sweesy, Amanda	7,080.46	541.66	7,622.12
Vanucci, Jennifer	25,818.98	1,975.15	27,794.13
Williams (Jordan), Kristin April	24,032.50	1,838.49	25,870.99
Wisinski, Megan Rose/Carr, Jocelyn (Stewart, Abby)	3,559.58	272.31	3,831.89
Hunter, Bonnie J	21,000.00	1,606.50	22,606.50
letto, Sharon J	21,000.00	1,606.50	22,606.50
Springer, Jacob James	21,357.48	1,633.85	22,991.33
<b>Total</b>	<b><u>1,046,161.19</u></b>	<b><u>80,031.33</u></b>	<b><u>1,126,192.52</u></b>

Sum of Gross Pay		Pay Date												Wage Total	220	Grand
Category	Sheet Name	Gross Pay	7/15/2013	8/15/2013	9/30/2013	10/13/2013	10/30/2013	10/15/2013	10/31/2013	11/15/2013	11/29/2013	12/13/2013	12/31/2013		Sov/Med	Total
1 IDEA	Ahlog, Athena/Lattore, Rachel (R-Prezzy, David)	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,530.00	21,530.00
	Allen, Lucas Adam	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,666.67	2,833.34	1,666.67	1,666.67	1,666.67	0.00	375.01	5,277.10
	Balcastieri (Wagner), Cher	2,121.80	2,121.80	658.49										31,238.02	2,389.71	33,627.73
	Becker, Cheri	2,546.90	2,546.90	2,546.90	2,546.90	2,546.90	2,546.90	2,546.90	2,603.17	2,997.04	2,603.17	2,603.17	2,603.17	31,238.02	2,389.71	33,627.73
	Boyer (Hook), Karilynn Marie/Green, Precious	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	Cheddar, Erin 08-09	2,000.00	2,325.00	2,900.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	24,325.00	1,860.86	26,185.86
	Cilli (Wishner), Brittany Ann	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	Coble, Janine Marie/May, Jessica M	1,500.00	1,500.00	1,500.00	1,500.00	1,234.14	396.55	1,500.00	1,666.67	2,600.00	1,666.67	1,666.67	1,666.67	18,467.45	1,412.76	19,880.22
	Cox, Ericka 10-11	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	1,320.38	15,844.56	1,212.11	17,056.67
	Crook, Ashlee Elizabeth / McCullough, Kristi	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	22,500.00	1,721.25	24,221.25
	DeBoe, Charlyl (R-Toth, Jean)	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,487.11	1,124.86	1,124.86	1,124.86	13,498.33	1,032.62	14,530.95
	Dewitt, Justin	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	25,461.60	1,947.81	27,409.41
	Dunlap, Kyrstin	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	2,060.00	24,795.00	1,896.82	26,691.82
	Erickson, Lewanna	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	2,210.00	26,520.00	2,028.78	28,548.78
	Fath, Jenny	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	25,526.60	1,952.78	27,479.38
	Fisher (Shirski), Julie E	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	2,780.88	33,370.56	2,552.85	35,923.41
	Gosman, Edward	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	2,301.59	28,119.08	2,151.11	30,270.19
	Holness, Damiel Joseph/Cummings, Saily	1,750.00	1,850.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,130.00	1,616.45	22,746.45
	Hulman, Richard	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	1,405.90	16,870.80	1,590.62	18,461.42
	Kudlich, Kelly	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	2,104.58	25,254.56	1,932.00	27,186.56
	Lake, Kaylee Elizabeth	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,666.67	2,833.34	1,666.67	1,666.67	1,666.67	20,000.00	1,530.00	21,530.00
	Lanotas, Melissa	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	2,364.09	28,370.08	2,552.85	30,922.93
	Lindner (Cizerchi), Lisa (R-Cerilli, Rebecca)	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	22,500.00	1,721.25	24,221.25
	McKinney, Katie Marie/Schmidt, Ashley 10-11	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	1,729.79	21,357.48	1,633.85	22,991.33
	Measner, Victoria	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	16,500.00	1,483.33	17,983.33
	Mineard, Lydia E	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	27,369.72	2,093.78	29,463.50
	Moutzer, Allison Kristine	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	Ochlan, Sarah	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	2,121.80	25,461.60	1,947.81	27,409.41
	Rohr, Lindsey	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	2,280.81	28,419.00	2,174.05	30,593.05
	Ross, Lisa N 10-11	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	1,801.67	21,620.04	1,906.62	23,526.66
	Shaffer (McInnaro), Angelica Marie / Lanntia, Juliana NT 10-11	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	22,500.00	1,721.25	24,221.25
	Shaw, Lindsay (R - Kornl, Rachel)	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	2,054.79	24,657.48	2,175.12	26,832.60
	Simons, Stephanie	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	2,339.79	28,277.88	2,552.85	30,830.73
	Springer, Amanda Dawn/Janstone, Allen Jo 11-12	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	Turley, Amber	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	2,151.59	26,828.26	2,052.37	28,880.63
	Wilson (Hunter), Audrey	2,239.79	2,239.79	1,838.91										26,476.60	2,025.46	28,502.06
1 IDEA Total		17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	17,628.87	209,149.65	18,111.11	226,260.76
2 IDEA (New 09-10)	Chorok, Kinsey Lynn/Weldon, Erin	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	McClaffie, Kelly Lynn/Campbell, Colleen	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	Mentel, Brittany	2,029.79	2,029.79	1,845.48	2,029.79	2,029.79	2,029.79	2,029.79	2,029.79	2,029.79	2,029.79	2,029.79	2,029.79	24,173.57	1,849.28	26,022.85
	Nagle, Sean	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	1,875.00	22,500.00	1,721.25	24,221.25
	Sweeney, Amanda	2,000.00	2,000.00	2,000.00	2,000.00									0.00	7,080.46	7,080.46
	Vanucci, Jennifer	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	2,089.79	25,818.98	1,975.15	27,794.13
	Williams (Janton), Kristin April	2,032.50	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	24,032.50	1,838.49	25,870.99
	Wisniski, Megan Rose/Carr, Jocelyn (Stewart, Abby)	1,719.79	1,719.79											0.00	1,559.58	1,719.79
2 IDEA (New 09-10) Total		18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	18,306.87	219,149.65	19,111.11	248,260.76
3 IDEA (12-13)	Hunter, Bonnie J	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	Ietto, Sharon J	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00	1,606.50	22,606.50
	Kubie, Timothy / Falconer, Rosemary													0.00	0.00	0.00
	Springer, Jacob James	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	1,779.79	21,357.48	1,633.85	22,991.33
3 IDEA (12-13) Total		5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	5,279.79	63,357.48	5,844.85	69,202.33
Grand Total		31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	31,359.40	402,456.78	34,567.17	437,023.95

The Pennsylvania Cyber Charter School  
 2013-2014 IDEA Grant  
 Contracted Services Summary thru 12-31-2013

Service Specialty	Salaries	Benefits	Student Service Hours	Contracted Service Costs	Contracted Service Hours	Contract Service Rate
<b>Occupational Therapy</b>						
Hope Learning Center (The )				\$ 23,038	308.50	\$ 75
U.S. Healthcare Services				\$ 16,431	220.75	\$ 74
Therapy Source, Inc.				\$ 12,594	171.25	\$ 74
Totally Sense-Sational, LLC				\$ 6,460	68.00	\$ 95
Therapy Bridges, LLC				\$ 5,850	78.00	\$ 75
XLR8ED Therapy Services, LLC				\$ 4,644	62.25	\$ 75
Catapult Learning				\$ 4,329	44.17	\$ 98
A Total Approach				\$ 2,019	21.25	\$ 95
PresenceLearning				\$ 1,349	17.50	\$ 77
Allied Therapy Partners, LLC				\$ 1,294	17.25	\$ 75
NHS School				\$ 1,177	17.75	\$ 66
Children's Development Center				\$ 1,088	14.50	\$ 75
Miles, Cynthia & Associates				\$ 1,015	7.00	\$ 145
Easter Seals Central & Western PA				\$ 731	9.75	\$ 75
Memorial Hospital				\$ 575	8.00	\$ 72
AOT Inc.				\$ 544	7.25	\$ 75
Sayegh Pediatric Therapy Svcs				\$ 469	6.25	\$ 75
Bethlehem Pediatric Therapy Services				\$ 375	3.00	\$ 125
Theraplay, Inc.				\$ 375	5.00	\$ 75
Easter Seals of Southeastern PA				\$ 281	3.75	\$ 75
Oxford Consulting Services Inc				\$ 281	3.75	\$ 75
Easter Seals Western PA				\$ 188	2.50	\$ 75
CAIU #15				\$ 79	0.82	\$ 96
				\$ 85,183	1,098.24	\$ 78
<b>Audiology</b>						
Catapult Learning				\$ 680	7.08	\$ 96
				\$ 680	7.08	\$ 96
<b>Speech / Language / Hearing Svcs</b>						
Hope Learning Center (The )				\$ 48,875	653.00	\$ 75
Therapy Source, Inc.				\$ 34,449	461.32	\$ 75
U.S. Healthcare Services				\$ 23,925	323.67	\$ 74
PresenceLearning				\$ 14,493	188.33	\$ 77
Allied Therapy Partners, LLC				\$ 10,919	146.25	\$ 75
Haas, Julie M., MA CCC-SLP				\$ 3,656	48.75	\$ 75
Easter Seals Central & Western PA				\$ 3,281	43.75	\$ 75
Sayegh Pediatric Therapy Svcs				\$ 3,256	43.75	\$ 74
Eckels, Kristi				\$ 2,275	31.00	\$ 73
Bright Beginnings & Beyond				\$ 2,263	30.50	\$ 74
A Total Approach				\$ 1,544	16.25	\$ 95
Strategic Medical Solutions				\$ 1,463	19.50	\$ 75
Catapult Learning				\$ 1,296	13.50	\$ 96
Humanus Corp.				\$ 1,238	16.50	\$ 75
Pediatric Therapy Associates				\$ 1,031	13.75	\$ 75
Cuddy, Christine				\$ 956	12.75	\$ 75
Nathan Speech Services				\$ 938	12.50	\$ 75
Pocono Speech Center, LLC				\$ 938	12.50	\$ 75
Schwartz, Ellen R., M.A. CCC/SP				\$ 938	12.50	\$ 75
Therapy Bridges, LLC				\$ 938	12.50	\$ 75
NHS School				\$ 922	11.25	\$ 82
Children's Development Center				\$ 844	11.25	\$ 75
Oxford Consulting Services Inc				\$ 750	10.00	\$ 75
Tommarello, Sandra A				\$ 750	10.00	\$ 75
Audiological & Speech Assoc.				\$ 675	9.00	\$ 75

The Pennsylvania Cyber Charter School  
 2013-2014 IDEA Grant  
 Contracted Services Summary thru 12-31-2013

Service Specialty	Salaries	Benefits	Student Service Hours	Contracted Service Costs	Contracted Service Hours	Contract Service Rate
Memorial Hospital				\$ 619	8.25	\$ 75
Lazzarevich, Maria, MS, CCC-SLP				\$ 563	7.50	\$ 75
Therapy Solutions, Inc.				\$ 450	6.00	\$ 75
River Speech & Educational Svc				\$ 413	5.50	\$ 75
Easter Seals Western PA				\$ 394	5.25	\$ 75
Theraplay, Inc.				\$ 375	5.00	\$ 75
AOT Inc.				\$ 350	5.00	\$ 70
Easter Seals of Southeastern PA				\$ 281	3.75	\$ 75
Talktime Speech Therapy				\$ 113	1.50	\$ 75
Communication Imaging, LLC				\$ 110	1.25	\$ 88
				<b>\$ 166,276</b>	<b>2,213.07</b>	<b>\$ 75</b>
<b>Psychology</b>						
Therapy Source, Inc.				\$ 20,125	230.00	\$ 88
Hrach, Bruce L.C., Jr., M.Ed.				\$ 17,550	270.00	\$ 65
U.S. Healthcare Services				\$ 16,625	190.00	\$ 88
Trotta, Wayne L., MS, NCSP				\$ 9,750	150.00	\$ 65
Humanus Corp.				\$ 6,125	70.00	\$ 88
Lickenfelt, Angela, Ed.S, NCSP				\$ 5,850	90.00	\$ 65
Total Learning Centers				\$ 1,594	18.75	\$ 85
Allied Therapy Partners, LLC				\$ 875	10.00	\$ 88
Vocational & Psychological Svc				\$ 875	10.00	\$ 88
				<b>\$ 79,369</b>	<b>1,038.75</b>	<b>\$ 76</b>
<b>Physical Therapy</b>						
Hope Learning Center (The )				\$ 4,175	56.00	\$ 75
Therapy Source, Inc.				\$ 3,469	46.25	\$ 75
Allied Therapy Partners, LLC				\$ 2,713	36.50	\$ 74
Turner, Christine PT				\$ 1,163	15.50	\$ 75
Theraplay, Inc.				\$ 538	7.50	\$ 72
Turner, Christine				\$ 375	5.00	\$ 75
Bethlehem Pediatric Therapy Services				\$ 125	1.00	\$ 125
				<b>\$ 12,556</b>	<b>167.75</b>	<b>\$ 75</b>
<b>Orientation &amp; Mobility</b>						
Lancaster-Lebanon I.U. #13				\$ 3,154	31.67	\$ 100
				<b>\$ 3,154</b>	<b>31.67</b>	<b>\$ 100</b>
<b>Teacher of Hearing Impaired</b>						
				\$ -	0.00	\$ -
<b>Progress Reports</b>						
Hope Learning Center (The )				\$ 4,200	168.00	\$ 25
U.S. Healthcare Services				\$ 1,575	63.00	\$ 25
Therapy Source, Inc.				\$ 1,050	21.00	\$ 50
Therapy Bridges, LLC				\$ 400	16.00	\$ 25
Allied Therapy Partners, LLC				\$ 375	15.00	\$ 25
XLR8ED Therapy Services, LLC				\$ 200	8.00	\$ 25
Easter Seals Central & Western PA				\$ 175	7.00	\$ 25
Humanus Corp.				\$ 150	6.00	\$ 25
Sayegh Pediatric Therapy Svcs				\$ 150	6.00	\$ 25
Keystone Blind				\$ 125	5.00	\$ 25
Children's Development Center				\$ 100	4.00	\$ 25

The Pennsylvania Cyber Charter School  
 2013-2014 IDEA Grant  
 Contracted Services Summary thru 12-31-2013

Service Specialty	Salaries	Benefits	Student Service Hours	Contracted Service Costs	Contracted Service Hours	Contract Service Rate
A Total Approach				\$ 75	3.00	\$ 25
Audiological & Speech Assoc.				\$ 50	2.00	\$ 25
Bright Beginnings & Beyond				\$ 50	2.00	\$ 25
Eckels, Kristi				\$ 50	2.00	\$ 25
Haas, Julie M., MA CCC-SLP				\$ 50	2.00	\$ 25
Strategic Medical Solutions				\$ 50	2.00	\$ 25
AOT Inc.				\$ 25	1.00	\$ 25
Cuddy, Christine				\$ 25	1.00	\$ 25
Glazier, Steven B.				\$ 25	1.00	\$ 25
Lazzarevich, Maria, MS, CCC-SLP				\$ 25	1.00	\$ 25
Miller, Linda K.				\$ 25	1.00	\$ 25
Nathan Speech Services				\$ 25	1.00	\$ 25
Pediatric Therapy Associates				\$ 25	1.00	\$ 25
Pocono Speech Center, LLC				\$ 25	1.00	\$ 25
River Speech & Educational Svc				\$ 25	1.00	\$ 25
Schwartz, Ellen R., M.A. CCC/SP				\$ 25	1.00	\$ 25
Talktime Speech Therapy				\$ 25	1.00	\$ 25
Theraplay, Inc.				\$ 25	1.00	\$ 25
Totally Sense-Sational, LLC				\$ 25	1.00	\$ 25
Turner, Christine				\$ 25	1.00	\$ 25
Turner, Christine PT				\$ 25	1.00	\$ 25
				<b>\$ 9,200</b>	<b>347.00</b>	<b>\$ 27</b>
<b>IEP Reporting and Meetings</b>						
Therapy Source, Inc.				\$ 863	11.50	\$ 75
Hope Learning Center (The )				\$ 825	11.00	\$ 75
XLR8ED Therapy Services, LLC				\$ 394	5.25	\$ 75
U.S. Healthcare Services				\$ 275	3.67	\$ 75
PresenceLearning				\$ 150	2.00	\$ 75
Allied Therapy Partners, LLC				\$ 113	1.50	\$ 75
Keystone Blind				\$ 45	0.50	\$ 90
Cuddy, Christine				\$ 38	0.50	\$ 75
Therapy Bridges, LLC				\$ 38	0.50	\$ 75
Turner, Christine PT				\$ 38	0.50	\$ 75
				<b>\$ 2,777</b>	<b>36.92</b>	<b>\$ 75</b>
<b>ESY Services</b>						
				<b>\$ -</b>	<b>0.00</b>	<b>\$ -</b>
<b>Vision Therapy</b>						
Lancaster-Lebanon I.U. #13				\$ 1,046	10.50	\$ 100
Keystone Blind				\$ 675	7.50	\$ 90
				<b>\$ 1,721</b>	<b>18.00</b>	<b>\$ 96</b>
<b>ALL CATEGORIES</b>				<b>\$ 360,915</b>	<b>4,958.48</b>	<b>\$ 73</b>

The Pennsylvania Cyber Charter School  
 2013-2014 IDEA Grant  
 Contracted Spec Ed Svcs - Invoice Data Worksheet  
 thru 12/31/2013

Vendor Name	Invoice Info		Check Info		Occupational Therapy		Audiology		Speech / Language / Hearing Svcs		Psychology		Physical Therapy		Orientation & Mobility		Teacher of Hearing Impaired		Progress Reports		IEP Reporting and Meetings		ESY Services		Vision Therapy		Total Amount
	#	Date	#	Date	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	
A Total Approach	PACCS 07/13	08/07/13	92868	08/28/13	5.00	\$95			5.00	\$95																\$950.00	
A Total Approach	PACCS 08/13	09/10/13	94489	10/16/13	1.25	\$95			1.25	\$95																\$237.50	
A Total Approach	PACCS 09/13	10/03/13	94533	10/16/13	6.25	\$95			5.00	\$95																\$1,068.75	
A Total Approach	PACCS 10/13	11/05/13	95538	11/21/13	5.00	\$95			2.50	\$95										3.00	\$25					\$787.50	
A Total Approach	PACCS 11/13	12/04/13	96288	12/18/13	3.75	\$95			2.50	\$95																\$593.75	
Allied Therapy Partners, LLC	PACCS 061313-0353	08/13/13	92854	08/28/13					2.50	\$75																\$187.50	
Allied Therapy Partners, LLC	PACCS 081313-0354	08/13/13	92854	08/28/13					1.50	\$75																\$112.50	
Allied Therapy Partners, LLC	PACCS 081313-0355	08/13/13	92854	08/28/13					5.00	\$75																\$375.00	
Allied Therapy Partners, LLC	PACCS 081313-0356	08/13/13	92854	08/28/13					5.00	\$75																\$375.00	
Allied Therapy Partners, LLC	PACCS 090613-0357	09/06/13	93311	09/13/13					3.75	\$75																\$281.25	
Allied Therapy Partners, LLC	PACCS 091013-0358	09/10/13	93718	09/26/13									6.25	\$75							1.00	\$75				\$543.75	
Allied Therapy Partners, LLC	PACCS 091113-0359	09/11/13	93718	09/26/13									5.00	\$70												\$350.00	
Allied Therapy Partners, LLC	PACCS 091113-0361	09/11/13	93718	09/26/13					8.00	\$75																\$450.00	
Allied Therapy Partners, LLC	PACCS 100213-0363	10/02/13	94322	10/16/13					3.75	\$75																\$281.25	
Allied Therapy Partners, LLC	PACCS 100213-0364	10/02/13	94322	10/16/13					5.00	\$75																\$375.00	
Allied Therapy Partners, LLC	PACCS 100213-0365	10/02/13	94322	10/16/13					5.25	\$75																\$393.75	
Allied Therapy Partners, LLC	PACCS 100213-0366	10/02/13	94322	10/16/13	3.00	\$75																				\$225.00	
Allied Therapy Partners, LLC	PACCS 100313-0369	10/03/13	94322	10/16/13					5.00	\$70																\$350.00	
Allied Therapy Partners, LLC	PACCS 092613-0362	09/26/13	94514	10/16/13					5.00	\$75																\$375.00	
Allied Therapy Partners, LLC	PACCS 100313-0367	10/03/13	94514	10/16/13					8.25	\$75																\$618.75	
Allied Therapy Partners, LLC	PACCS 100413-0368	10/04/13	94514	10/16/13									2.75	\$75												\$206.25	
Allied Therapy Partners, LLC	PACCS 100713-0370	10/07/13	94514	10/16/13					9.00	\$75																\$675.00	
Allied Therapy Partners, LLC	PACCS 100713-0372	10/07/13	94514	10/16/13									5.00	\$75								0.50	\$75			\$412.50	
Allied Therapy Partners, LLC	PACCS 100713-0373	10/07/13	94514	10/16/13	2.50	\$75																				\$187.50	
Allied Therapy Partners, LLC	PACCS 091013-0360	09/10/13	95213	11/13/13								10.00	\$88													\$37.50	
Allied Therapy Partners, LLC	PACCS 102913-375	10/29/13	95213	11/13/13																						\$875.00	
Allied Therapy Partners, LLC	PACCS 110113-0376	11/01/13	95213	11/13/13																	1.00	\$25				\$25.00	
Allied Therapy Partners, LLC	PACCS 110113-0377	11/01/13	95213	11/13/13																	1.00	\$25				\$493.75	
Allied Therapy Partners, LLC	PACCS 110413-0379	11/04/13	95213	11/13/13					6.25	\$75											1.00	\$25				\$493.75	
Allied Therapy Partners, LLC	PACCS 110513-0380	11/05/13	95213	11/13/13					6.25	\$75											1.00	\$25				\$493.75	
Allied Therapy Partners, LLC	PACCS 110513-0381	11/05/13	95213	11/13/13					5.00	\$70																\$350.00	
Allied Therapy Partners, LLC	PACCS 110513-0382	11/05/13	95213	11/13/13	1.25	\$75																				\$118.75	
Allied Therapy Partners, LLC	PACCS 110513-0383	11/05/13	95213	11/13/13					11.25	\$75											1.00	\$25				\$118.75	
Allied Therapy Partners, LLC	PACCS 110513-0384	11/05/13	95213	11/13/13																	2.00	\$25				\$893.75	
Allied Therapy Partners, LLC	PACCS 110513-0385	11/05/13	95213	11/13/13																	2.00	\$25				\$256.25	
Allied Therapy Partners, LLC	PACCS 110513-0386	11/05/13	95213	11/13/13																	1.00	\$25				\$306.25	
Allied Therapy Partners, LLC	PACCS 110513-0387	11/05/13	95401	11/15/13	3.75	\$75															1.00	\$25				\$750.00	
Allied Therapy Partners, LLC	PACCS 110613-0388	11/06/13	95401	11/15/13					9.00	\$75											3.00	\$25				\$750.00	
Allied Therapy Partners, LLC	PACCS 110613-0389	11/06/13	95401	11/15/13					7.50	\$75											1.00	\$25					\$587.50
Allied Therapy Partners, LLC	PACCS 110413-0378	11/04/13	96173	12/18/13																	1.00	\$25					\$400.00
Allied Therapy Partners, LLC	PACCS 120213-0388	12/02/13	96173	12/18/13					5.00	\$75																	\$375.00
Allied Therapy Partners, LLC	PACCS 120313-0389	12/03/13	96173	12/18/13																							\$206.25
Allied Therapy Partners, LLC	PACCS 120413-0390	12/04/13	96173	12/18/13	3.75	\$75																					\$261.25
Allied Therapy Partners, LLC	PACCS 120413-0391	12/04/13	96173	12/18/13					3.75	\$75																	\$281.25
Allied Therapy Partners, LLC	PACCS 120413-0392	12/04/13	96173	12/18/13					1.25	\$75																	\$93.75
Allied Therapy Partners, LLC	PACCS 120413-0393	12/04/13	96173	12/18/13	3.00	\$75																					\$225.00
Allied Therapy Partners, LLC	PACCS 120513-0384	12/05/13	96173	12/18/13					5.25	\$75																	\$393.75
Allied Therapy Partners, LLC	PACCS 120513-0396	12/05/13	96173	12/18/13					9.75	\$75																	\$731.25
Allied Therapy Partners, LLC	PACCS 120513-0397	12/05/13	96173	12/18/13																							\$375.00
Allied Therapy Partners, LLC	PACCS 120613-0398	12/06/13	96173	12/18/13					6.25	\$75																	\$488.75
AOT Inc.	30561	10/18/13	94750	10/29/13	2.50	\$75																					\$187.50
AOT Inc.	30605	11/12/13	95453	11/21/13	1.50	\$75															1.00	\$25					\$137.50
AOT Inc.	30615	11/15/13	96175	12/18/13					5.00	\$70																	\$350.00
AOT Inc.	Nov. 2013	12/13/13	96175	12/18/13	3.25	\$75																					\$243.75
Audiological & Speech Assoc.	Sept. 2013		94327	10/16/13					1.50	\$75																	\$112.50
Audiological & Speech Assoc.	Oct. 2013	11/05/13	95219	11/13/13					4.50	\$75											2.00	\$25					\$387.50
Audiological & Speech Assoc.	Nov. 2013	12/02/13	96178	12/18/13					3.00	\$75																	\$225.00
Bethlehem Pediatric Therapy Services	Aug. 2013		94333	10/16/13	3.00	\$125																					\$500.00
Bright Beginnings & Beyond		08/31/13	93312	09/13/13					5.00	\$70																	\$350.00
Bright Beginnings & Beyond		08/31/13	93312	09/13/13					2.50	\$75																	\$187.50
Bright Beginnings & Beyond	Sept. 2013	09/30/13	94516	10/16/13					7.50	\$75																	\$562.50
Bright Beginnings & Beyond	Oct. 2013	10/31/13	95222	11/13/13					9.00	\$75											2.00	\$25					\$725.00

The Pennsylvania Cyber Charter School 2013-2014 IDEA Grant Contracted Spec Ed Svcs - Invoice Data Worksheet thru 12/31/2013		Invoice Info		Check Info		IDEA Occupational Therapy		IDEA Audiology		IDEA Speech / Language / Hearing Svcs		IDEA Psychology		IDEA Physical Therapy		IDEA Orientation & Mobility		IDEA Teacher of Hearing Impaired		IDEA Progress Reports		IDEA IEP Reporting and Meetings		IDEA ESY Services		IDEA Vision Therapy		Total Amount
Vendor Name	#	Date	#	Date	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate		
Bright Beginnings & Beyond		Nov, 2013	12/03/13	96181	12/18/13					6.50	\$75															\$487.50		
CAIU #15		12-13 Reconcil.								0.62	\$96																\$78.54	
Catapult Learning		CL047440	08/06/13	92855	08/28/13	5.25	\$98																				\$514.50	
Catapult Learning				93171	09/11/13	3.50	\$98																				\$343.00	
Catapult Learning		CL048150	10/08/13	95233	11/13/13	15.42	\$98	4.25	\$96	1.00	\$96																\$2,015.16	
Catapult Learning		CL048777	11/06/13	95459	11/21/13	13.00	\$98			1.83	\$96																\$2,265.68	
Catapult Learning		CL049391	12/05/13	96188	12/18/13	7.00	\$98	1.00	\$96	4.00	\$96																\$1,166.00	
Children's Development Center		Sept, 2013	10/01/13	94816	10/29/13	3.00	\$75			3.00	\$75																\$450.00	
Children's Development Center		Oct, 2013	11/01/13	95494	11/21/13	4.25	\$75			4.50	\$75										4.00	\$25					\$756.25	
Children's Development Center		Nov, 2013	12/13/13	96232	12/18/13	7.25	\$75			3.75	\$75																\$825.00	
Communication Imaging, LLC		Sept, 2013		94350	10/16/13					1.25	\$88																\$110.00	
Cuddy, Christine		Sept, 2013		94360	10/16/13					1.50	\$75																\$112.50	
Cuddy, Christine		Oct, 2013	11/12/13	95475	11/21/13					6.25	\$75										1.00	\$25	0.50	\$75			\$531.25	
Cuddy, Christine		Nov, 2013		96198	12/18/13					5.00	\$75																\$375.00	
Easter Seals Central & Western PA		CPA-104		94782	10/29/13	2.50	\$75																				\$187.50	
Easter Seals Central & Western PA		30150 - Venango		94783	10/29/13	2.50	\$75																				\$187.50	
Easter Seals Central & Western PA		30151-Venango		94783	10/29/13					14.00	\$75																\$1,050.00	
Easter Seals Central & Western PA		10117		94784	10/29/13					2.50	\$75																\$187.50	
Easter Seals Central & Western PA		84308		94784	10/29/13					1.00	\$75																\$75.00	
Easter Seals Central & Western PA		10120	11/06/13	96201	12/18/13					3.75	\$75										1.00	\$25					\$308.25	
Easter Seals Central & Western PA		30152		96200	12/18/13	2.50	\$75																				\$187.50	
Easter Seals Central & Western PA		30154		96200	12/18/13					17.50	\$75										4.00	\$25					\$1,412.50	
Easter Seals Central & Western PA		84536		96201	12/18/13					5.00	\$75										1.00	\$25					\$400.00	
Easter Seals Central & Western PA		CPA-106		96201	12/18/13	2.25	\$75																				\$193.75	
Easter Seals of Southeastern PA		PACY-09052013	09/05/13	93320	09/13/13					3.75	\$75																\$562.50	
Easter Seals Western PA		30148-Venango		93196	09/11/13	2.50	\$75																				\$187.50	
Easter Seals Western PA		30149-Venango		93196	09/11/13					5.25	\$75																\$393.75	
Eckels, Kristi			08/06/13	92858	08/28/13					5.00	\$70																\$350.00	
Eckels, Kristi		Sept, 2013		94522	10/16/13					2.00	\$75																\$150.00	
Eckels, Kristi		Oct, 2013	10/31/13	95258	11/13/13					11.25	\$75										2.00	\$25					\$893.75	
Eckels, Kristi		Nov, 2013		96202	12/18/13					5.00	\$70																\$350.00	
Eckels, Kristi		Nov, 2013		96202	12/18/13					7.75	\$75																	\$581.25
Glazier, Steven B.		Oct, 2013		95273	11/13/13																1.00	\$25						\$25.00
Haas, Julie M., MA CCC-SLP		8312013	09/05/13	93776	09/26/13					3.75	\$75																\$281.25	
Haas, Julie M., MA CCC-SLP		9302013	09/26/13	94389	10/16/13					13.75	\$75																\$1,031.25	
Haas, Julie M., MA CCC-SLP		Oct, 2013	10/31/13	95278	11/13/13					18.75	\$75										2.00	\$25					\$1,456.25	
Haas, Julie M., MA CCC-SLP		11302013	11/30/13	96215	12/18/13					12.50	\$75																\$937.50	
Hope Learning Center (The )		0513-418	05/03/13	93784	09/26/13	33.75	\$75			72.75	\$75			0.75	\$75								2.50	\$75			\$8,231.25	
Hope Learning Center (The )		0513-418	05/03/13	93784	09/26/13	10.00	\$70			10.00	\$70																\$1,400.00	
Hope Learning Center (The )		0513-419	05/10/13	93784	09/26/13	33.00	\$75			69.25	\$75			0.75	\$75						0.00	\$0	4.25	\$75			\$8,043.75	
Hope Learning Center (The )		0513-420	05/17/13	93784	09/26/13	30.50	\$75			79.50	\$75												1.50	\$75			\$8,362.50	
Hope Learning Center (The )		0513-421	05/24/13	93784	09/26/13	29.50	\$75			69.50	\$75												0.50	\$75			\$7,518.75	
Hope Learning Center (The )		0513-421	05/24/13	93784	09/26/13	5.00	\$70																				\$700.00	
Hope Learning Center (The )		0513-425	06/21/13	94808	10/29/13					3.00	\$75																\$281.25	
Hope Learning Center (The )		0713-427	07/05/13	94808	10/29/13					5.75	\$75																\$431.25	
Hope Learning Center (The )		0713-428	07/12/13	94808	10/29/13	14.25	\$75			20.00	\$75																\$2,625.00	
Hope Learning Center (The )		0713-429	07/19/13	94808	10/29/13	12.50	\$75			22.25	\$75																\$2,606.25	
Hope Learning Center (The )		VB2013-4	09/10/13	95405	11/15/13	103.75	\$75			235.00	\$75			45.00	\$75						20.00	\$25					\$29,281.25	
Hope Learning Center (The )		0513-422	05/31/13	96218	12/18/13	28.00	\$75			55.00	\$75			1.50	\$75						148.00	\$25	1.00	\$75			\$10,112.50	
Hope Learning Center (The )		0613-424	06/14/13	96218	12/18/13	3.25	\$75			1.00	\$75												1.25	\$75			\$468.75	
Hope Learning Center (The )		0613-424	06/14/13			5.00	\$70			10.00	\$70																\$1,050.00	
Hrach, Bruce L.C., Jr., M.Ed.		Sept, 2013		94400	10/16/13							100.00	\$85														\$8,500.00	
Hrach, Bruce L.C., Jr., M.Ed.		Oct 13 - Dec 13		96219	12/18/13							170.00	\$85														\$14,550.00	
Humanus Corp.			08/19/13	92860	08/28/13							10.00	\$88														\$875.00	
Humanus Corp.		2103-1027	08/29/13	93787	09/26/13																2.00	\$25					\$50.00	
Humanus Corp.		2013-1047-A		94403	10/16/13					0.75	\$75																\$56.25	
Humanus Corp.		2013-1062-A	10/08/13	94527	10/16/13							10.00	\$88														\$875.00	
Humanus Corp.		2013-1062-C	10/08/13	94527	10/16/13							10.00	\$88														\$875.00	
Humanus Corp.		2013-1062-D	10/08/13	94527	10/16/13					1.50	\$75																\$112.50	
Humanus Corp.		2013-1062-E	10/08/13	94527	10/16/13					4.00	\$75																\$300.00	
Humanus Corp.		2013-1076	10/14/13	95288	11/13/13					7.50	\$75	40.00	\$88								4.00	\$25					\$4,162.50	

The Pennsylvania Cyber Charter School 2013-2014 IDEA Grant Contracted Spec Ed Svcs - Invoice Data Worksheet thru 12/31/2013														IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		Total	
Vendor Name		Invoice Info		Check Info		Occupational Therapy		Audiology		Speech / Language / Hearing Svcs		Psychology		Physical Therapy		Orientation & Mobility		Teacher of Hearing Impaired		Progress Reports		IEP Reporting and Meetings		ESY Services		Vision Therapy		Total Amount							
#	Date	#	Date	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate								
Humanus Corp.	2013-1099	10/28/13	95406	11/15/13						2.75	\$75									2.00	\$25	0.50	\$90			3.00	\$90	\$206.25							
Keystone Blind	Sept. 2013		94414	10/16/13																2.00	\$25					3.00	\$90	\$365.00							
Keystone Blind	Oct. 2013		95302	11/13/13																2.00	\$25					3.00	\$90	\$320.00							
Keystone Blind	Nov. 2013		96225	12/18/13																1.00	\$25					1.50	\$90	\$160.00							
Lancaster-Lebanon I.U. #13	INV047738	08/15/13	93235	09/11/13												31.67	\$100									10.50	\$100	\$4,200.13							
Lazzarevich, Maria, MS, CCC-SLP	Sept. 2013		94423	10/16/13						2.50	\$75																		\$187.50						
Lazzarevich, Maria, MS, CCC-SLP	Oct. 2013		94817	10/29/13						2.50	\$75									1.00	\$25								\$212.50						
Lazzarevich, Maria, MS, CCC-SLP	Nov. 2013		96231	12/18/13						2.50	\$75																		\$187.50						
Lickenfelt, Angela, Ed S, NCSP	Oct. 2013	08/16/13	92862	08/28/13								10.00	\$65																\$650.00						
Lickenfelt, Angela, Ed S, NCSP	Nov. 2013	11/01/13	95311	11/13/13								40.00	\$65																\$2,600.00						
Lickenfelt, Angela, Ed S, NCSP	Nov. 2013	11/25/13	96234	12/18/13								40.00	\$65																\$2,600.00						
Memorial Hospital	77	10/28/13	95322	11/13/13																									\$393.75						
Memorial Hospital	Sept Eval		95322	11/13/13	5.00	\$70																							\$350.00						
Memorial Hospital	82	12/12/13	96244	12/18/13	3.00	\$75																							\$450.00						
Miles, Cynthia & Associates	Sept. 2013		94521	10/16/13						3.00	\$75																		\$290.00						
Miles, Cynthia & Associates	Oct. 2013		95403	11/15/13						3.00	\$145																		\$435.00						
Miles, Cynthia & Associates	Nov. 2013		96199	12/18/13						2.00	\$145																		\$290.00						
Miller, Linda K.	Oct. 2013	11/07/13	95507	11/21/13																									\$25.00						
Nathan Speech Services	1	10/06/13	94528	10/16/13						5.00	\$75																			\$375.00					
Nathan Speech Services	Oct. 2013		95408	11/15/13						2.50	\$75									1.00	\$25								\$212.50						
Nathan Speech Services	Nov. 2013		96250	12/18/13						5.00	\$75																			\$375.00					
NHS School	CAR2013193	07/11/13	93254	09/11/13	1.00	\$66				1.25	\$92																			\$168.77					
NHS School	CAR2013204	08/12/13	93254	09/11/13	4.00	\$66				5.00	\$92																			\$675.08					
NHS School	CAR2013216	09/12/13	93813	09/26/13	1.00	\$66				1.00	\$92																			\$148.28					
NHS School	CAR2013245	10/10/13	94839	10/29/13	4.00	\$66				1.50	\$92																			\$386.22					
NHS School	CAR2013275	11/13/13	95509	11/21/13	4.00	\$66				1.50	\$82																			\$386.22					
NHS School	CAR2013304	12/12/13	96252	12/18/13	3.75	\$66				1.00	\$92																			\$330.66					
Oxford Consulting Services Inc	130613	09/30/13	95514	11/21/13	3.75	\$75				10.00	\$75																			\$1,031.25					
Pediatric Therapy Associates	Sept. 2013		94458	10/16/13						3.75	\$75																			\$281.25					
Pediatric Therapy Associates	10312013	10/31/13	95335	11/13/13						6.25	\$75									1.00	\$25									\$493.75					
Pediatric Therapy Associates	11272013	11/27/13	96262	12/18/13						3.75	\$75																			\$281.25					
Pocono Speech Center, LLC	Sept. 2013		94466	10/15/13						2.50	\$75																			\$187.50					
Pocono Speech Center, LLC	102013	10/31/13	95341	11/13/13						6.25	\$75									1.00	\$25									\$493.75					
Pocono Speech Center, LLC	112013	11/21/13	96263	12/18/13						3.75	\$75																			\$281.25					
Presence Learning	3191	07/31/13	93825	09/26/13	1.50	\$75				22.00	\$75																			\$1,762.50					
Presence Learning	3251	08/31/13	95410	11/15/13						3.00	\$75											0.50	\$75							\$262.50					
Presence Learning	3462	09/30/13	95520	11/21/13	3.75	\$77				63.92	\$77											1.00	\$75							\$5,302.26					
Presence Learning	3235	10/31/13	96267	12/18/13	12.25	\$77				99.42	\$77											0.50	\$75							\$8,663.75					
River Speech & Educational Svc	6071	08/15/13	92865	08/28/13						1.00	\$75																			\$75.00					
River Speech & Educational Svc	Sept. 2013		95348	11/13/13						1.50	\$75																			\$112.50					
River Speech & Educational Svc	6166	11/04/13	95411	11/15/13						1.50	\$75									1.00	\$25									\$137.50					
River Speech & Educational Svc	6200	12/03/13	96269	12/18/13						1.50	\$75																			\$112.50					
Sayegh Pediatric Therapy Svcs		08/22/13	92866	08/28/13						5.00	\$70																			\$350.00					
Sayegh Pediatric Therapy Svcs	2013-1	10/06/13	94531	10/16/13						12.75	\$75																			\$956.25					
Sayegh Pediatric Therapy Svcs	2013-2	10/07/13	96270	12/18/13	3.75	\$75				14.25	\$75									6.00	\$25									\$1,500.00					
Sayegh Pediatric Therapy Svcs	2013-3	12/08/13	96270	12/18/13	2.50	\$75				11.75	\$75																			\$1,068.75					
Schwartz, Ellen R., M.A. CCC/SP	Sept. 2013		94532	10/16/13						10.00	\$75																			\$750.00					
Schwartz, Ellen R., M.A. CCC/SP	Oct. 2013	10/24/13	96273	12/18/13						2.50	\$75									1.00	\$25									\$212.50					
Strategic Medical Solutions	1862	09/30/13	95533	11/21/13						6.00	\$75																			\$450.00					
Strategic Medical Solutions	1863	10/31/13	95533	11/21/13						7.50	\$75									2.00	\$25									\$612.50					
Strategic Medical Solutions	1872	11/29/13	96280	12/18/13						6.00	\$75																			\$450.00					
Talktime Speech Therapy	June, 2013		94485	10/16/13						1.50	\$75									1.00	\$25									\$137.50					
Theraplay, Inc.	14521	07/31/13	92867	08/28/13	1.25	\$75				3.75	\$75																			\$375.00					
Theraplay, Inc.	14537	08/30/13	93842	09/26/13						1.25	\$75																			\$93.75					
Theraplay, Inc.	14563	10/31/13	95364	11/13/13	1.25	\$75														1.00	\$25														

The Pennsylvania Cyber Charter School 2013-2014 IDEA Grant Contracted Spec Ed Svcs - Invoice Data Worksheet thru 12/31/2013				IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		IDEA		Total Amount		
Vendor Name	Invoice Info		Check Info		Occupational Therapy		Audiology		Speech / Language / Hearing Svcs		Psychology		Physical Therapy		Orientation & Mobility		Teacher of Hearing Impaired		Progress Reports		IEP Reporting and Meetings		ESY Services		Vision Therapy		Total Amount	
	#	Date	#	Date	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate	Hrs	Rate		
Therapy Bridges, LLC	839	12/04/13	96284	12/18/13	16.75	\$75			3.75	\$75																	\$1,537.50	
Therapy Solutions, Inc.	66	10/22/13	94882	10/29/13					2.25	\$75																	\$168.75	
Therapy Solutions, Inc.	67	11/22/13	96285	12/18/13					3.75	\$75																	\$281.25	
Therapy Source, Inc.	6014	08/13/13	93281	09/11/13	27.75	\$75			129.16	\$75	60.00	\$88	17.50	\$75					15.00	\$50							\$19,080.75	
Therapy Source, Inc.	6014	08/13/13	93281	09/11/13	15.00	\$70			5.00	\$70																	\$1,400.00	
Therapy Source, Inc.	6121	09/11/13	93843	09/26/13	21.25	\$75			16.91	\$75	40.00	\$88	9.75	\$75					5.00	\$50	1.00	\$75					\$7,418.25	
Therapy Source, Inc.	6121	09/11/13	93843	09/26/13	15.00	\$70			15.00	\$70																	\$2,100.00	
Therapy Source, Inc.	6303	10/11/13	95412	11/15/13	72.25	\$75			285.25	\$75	130.00	\$88	19.00	\$75					1.00	\$50	10.50	\$75					\$40,450.00	
Therapy Source, Inc.	6303	10/11/13	95412	11/15/13	20.00	\$70			10.00	\$70																	\$2,100.00	
Tommarello, Sandra A	93013PACCS	09/30/13	94488	10/16/13					5.00	\$75																	\$375.00	
Tommarello, Sandra A	103113PACCS	10/31/13	95413	11/15/13					2.50	\$75																	\$187.50	
Tommarello, Sandra A	113013PACCS	11/30/13	96286	12/18/13					2.50	\$75																	\$187.50	
Total Learning Centers	6192	10/31/13	95539	11/21/13							16.75	\$85															\$1,593.75	
Totally Sense-Sational, LLC	23914	10/02/13	94490	10/16/13	22.50	\$95																					\$2,137.50	
Totally Sense-Sational, LLC	24164	11/01/13	96289	12/18/13	19.00	\$95														1.00	\$25						\$1,830.00	
Totally Sense-Sational, LLC	24165	11/30/13	96289	12/18/13	26.50	\$95																					\$2,517.50	
Trotta, Wayne L., MS, NCSP	08/01/13	08/23/13	92869	08/28/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP		07/30/13	93288	09/11/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP		08/28/13	93288	09/11/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP		09/02/13	93288	09/11/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	6/28/13	09/10/13	93850	09/26/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	8/31/13	09/23/13	94494	10/16/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	9/14/13	09/29/13	94494	10/16/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	10/19/13	11/10/13	95369	11/13/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	10/19/13		95540	11/21/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	11/2	11/24/13	96292	12/18/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	11/11	11/27/13	96292	12/18/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	11/15	11/30/13	96292	12/18/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	11/30	12/06/13	96292	12/18/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	11/30/13	12/11/13	96292	12/18/13							10.00	\$65															\$650.00	
Trotta, Wayne L., MS, NCSP	12/11/13	12/15/13	96292	12/18/13							10.00	\$65															\$650.00	
Turner, Christine	July, 2013		93177	09/11/13									5.00	\$75													\$400.00	
Turner, Christine PT	Oct, 2013	11/05/13	95463	11/21/13									6.50	\$75						1.00	\$25						\$512.50	
Turner, Christine PT	Nov, 2013	12/02/13	96192	12/18/13									9.00	\$75								0.50	\$75				\$712.50	
U.S. Healthcare Services	June, 2013		92870	08/28/13	10.00	\$70			15.00	\$70																	\$1,750.00	
U.S. Healthcare Services	June, 2013		92870	09/28/13							50.00	\$88															\$4,375.00	
U.S. Healthcare Services	June, 2013		93335	09/13/13	19.50	\$75			28.75	\$75												1.00	\$75				\$3,693.75	
U.S. Healthcare Services	May, 2013		93335	09/13/13	121.75	\$75			81.50	\$75																	\$16,568.75	
U.S. Healthcare Services	Aug, 2013		94496	10/16/13	10.00	\$70			5.00	\$70																	\$1,050.00	
U.S. Healthcare Services	Aug, 2013		94496	10/16/13							20.00	\$88															\$1,750.00	
U.S. Healthcare Services	Aug, 2013		94496	10/16/13					6.25	\$75										1.00	\$25	1.50	\$75				\$606.25	
U.S. Healthcare Services	July, 2013 evals		94496	10/16/13							70.00	\$88															\$6,125.00	
U.S. Healthcare Services	July, 2013 ther		94496	10/16/13	18.00	\$75			42.75	\$75												9.00	\$25				\$4,856.25	
U.S. Healthcare Services	Sept, 2013 eval		95543	11/21/13	5.00	\$70			20.00	\$70																	\$1,750.00	
U.S. Healthcare Services	Oct, 2013 psy evals		96296	12/18/13							50.00	\$88															\$4,375.00	
U.S. Healthcare Services	Oct, 2013 sp eval		96296	12/18/13							30.00	\$70															\$2,100.00	
U.S. Healthcare Services	Sept, 2013 ther		96296	12/18/13	35.50	\$75			94.42	\$75												1.17	\$75				\$9,831.75	
Vocational & Psychological Svc		08/21/13	92871	08/28/13							10.00	\$88															\$875.00	
XLR8ED Therapy Services, LLC	ESY-2013		93338	09/13/13																		4.00	\$25	3.50	\$75			\$362.50
XLR8ED Therapy Services, LLC	Sept, 2013		95391	11/13/13	28.50	\$75																			1.75	\$75		\$2,288.75
XLR8ED Therapy Services, LLC	Oct, 2013		95550	11/21/13	28.75	\$75																4.00	\$25					\$2,256.25
XLR8ED Therapy Services, LLC	Oct, 2013		95550	11/21/13	5.00	\$70																						\$350.00
																												\$0.00
Worksheet Totals =	234				1098.24	\$78	7.08	\$96	2213.07	\$75	1038.75	\$76	167.75	\$75	31.67	\$100	0.00	\$0	347.00	\$27	36.92	\$75	0.00	\$0	18.00	\$96	\$360,915.25	

## PA Cyber Board Members

Trustee Name	Appointed	Resigned
Bayat, Nick	March 17, 2000	November 17, 2000
Bellay, Mary Ellen	August 18,2000	December 10, 2007 effective January 1, 2008
Cattron, William	June 13, 2011	November 18, 2013 effective October 21, 2013
Dorsey, Tom	July 30, 2007	still active
Elder, Edward	January 19, 2001	still active
Garbinski, Judy	May 19, 2000	still active
Gresser, Brian	March 17, 2000	March 19, 2003
Hayden, Brian	May 19, 2014	still active
Hoppa, Ray	October 15, 2003	June 20, 2007 effective July 1, 2007
Jaskiewicz, David	July 30, 2007	October 10, 2013
Joy, Joe	March 17, 2000	June 28, 2001
Katich, Patience	March 17, 2000	August 17, 2005
Lingenfelder, Jayne	April 14, 2008	still active
Maslek, Steven	March 17, 2000	October 15, 2003
Pennington, Paul	March 17, 2000	March 19, 2003
Pennington, Stephanie	March 19, 2003	June 20, 2007 effective July 1, 2007
Pippy, John	May 19, 2014	still active
Rodella, Joe	April14, 2008	June 13, 2011
Tanner, Sean	April 18, 2007	September 21, 2007 effective October 1, 2007
Tridico, Philip	August 17, 2005	still active
Young, Ron	March 17, 2000	April 1, 2007

**The Regular Meeting of The Pennsylvania Cyber Charter School Board of Trustees  
convened Monday evening, July 15, 2013 at 6:30pm  
at 652 Midland Avenue, Midland, PA 15059**

**Meeting called by:** Dr. Dave Jaskiewicz, President  
**Type of Meeting:** Regular

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**Roll Call:**

Dr. Dave Jaskiewicz - <i>Present</i>	* Roxanne Leone, Secretary
Tom Dorsey - <i>Present (via Polycom)</i>	* Matthew Schulte, Treasurer
William Cattron – <i>Present</i>	* Robert Masters, Solicitor
Edward Elder - <i>Present</i>	(* non-voting member)
Judy Garbinski - <i>Present</i>	
Jayne Lingenfelder – <i>Present (via CMA Desktop, joined at 6:36 PM)</i>	
Phillip Tridico – <i>Not Present</i>	

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- **PUBLIC COMMENTS**

The meeting was open for any public comments.

- *There were no public comments.*

- **BOARD**

**Item I**

Motion by Bill Cattron and second by Tom Dorsey to approve the minutes from the June 24, 2013 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees.

- *No Questions or Comments on the Motion.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES  
Tom Dorsey - YES  
William Cattron – YES  
Edward Elder – YES  
Judy Garbinski - YES  
Jayne Lingenfelder – *not present*  
Phillip Tridico – *not present*  
**NO NEGATIVE VOTES**

- **FINANCE**

- *There were no items under Finance*

- **EDUCATION**

**Item I**

Motion by Ed Elder and second by Bill Cattron to approve the three year purchase proposal for DORA 3 year license, DOMA/ADAM Combo 3 year license LGL Reading/Comp Edge Combo 3 year license, LGL Math Edge Combo 3 year license renewal from Let's Go Learn, Inc. in the amount of \$462,000 as presented.

- *Dr. Sandra Fouch commented that these are baseline assessments for fall and prescriptive programs.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder – *not present*

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

**Item II**

Motion by Bill Cattron and second by Judy Garbinski to rescind approval of the proposal for design and printing services for 3<sup>rd</sup> and 4<sup>th</sup> Grade Mathematics, Language Arts, Science, and Social Studies Textbooks for Virtual Classroom Courses from InkStar in the amount of \$62,066 approved at the June 24 2013 Board of Trustees meeting.

- *Dr. Conti explained that the printer gave a quote then determined that the work could not be produced at that price. Another printer has since been found to complete the project to be voted on in the next agenda item.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder – YES

Phillip Tridico – *not present*

## NO NEGATIVE VOTES

### **Item III**

Motion by Jayne Lingenfelder and second by Ed Edler to approve the proposal for design and printing services for 3<sup>rd</sup> and 4<sup>th</sup> Grade Mathematics, Language Arts, Science, and Social Studies Textbooks for Virtual Classroom Courses from Knepper Press in the amount of \$59,095 as presented.

- *Mr. Trombetta commented that this printer rebid following notice of the first printer's inability to produce the textbooks at the price originally quoted.*

#### **Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder – YES

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

### **Item IV**

Motion by Bill Cattron and second by Tom Dorsey to approve the contracts to provide Special Education Services for students in accordance with their IEPS as presented.

- *No Questions or Comments on the Motion.*

#### **Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder – YES

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

## • PERSONNEL

### **Item I**

Motion by Tom Dorsey and second by Ed Elder to approve the list of New Hires, Resignations, Layoffs/Terminations, Status/Title Changes, and Payroll Adjustments as presented.

- *No Questions or Comments on the Motion.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder – YES

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

**Item II**

Motion by Judy Garbinski and second by Tom Dorsey to approve the Personnel Leaves from June 1, 2013 through June 30, 2013 as presented.

- *No Questions or Comments on the Motion.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder – YES

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

**Item III**

Motion by Bill Cattron and second by Judy Garbinski to approve the July 2013 Part Time Employees as presented.

- *No Questions or Comments on the Motion.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder – YES

Phillip Tridico – *not present*

## NO NEGATIVE VOTES

- **FACILITIES & GROUNDS**

- *There were no items under Facilities and Grounds*

- **BOARD COMMENTS**

- *There were no comments by members of the board*

- **EXECUTIVE SESSION**

Motion by Bill Cattron and second by Judy Garbinski to go into Executive Session for legal and personnel matters at 6:45 p.m.

- *No Questions or Comments on the Motion.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder - YES

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

Motion by Judy Garbinski and second by Bill Cattron to come out of Executive Session at 9:07 p.m.

- *No Questions or Comments on the Motion.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder - YES

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

- **ADJOURNMENT**

Motion by Ed Elder and second by Bill Cattron to approve the adjournment of this regular meeting. The next regular meeting is scheduled for August 19, 2013 at 6:30pm.

- *No Questions or Comments on the Motion.*

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES

Tom Dorsey - YES

William Cattron – YES

Edward Elder – YES

Judy Garbinski - YES

Jayne Lingenfelder - YES

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

**Minutes Approved by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**The Reorganization Meeting of The Pennsylvania Cyber Charter School Board of Trustees convened Monday evening, July 15, 2013 at 6:00pm at 652 Midland Avenue, Midland, PA 15059**

**Meeting called by:** Dr. Dave Jaskiewicz, President  
**Type of Meeting:** Regular

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**Roll Call:**

Dr. Dave Jaskiewicz - *Present*

Tom Dorsey – *Not Present*

William Cattron - *Present*

Edward Elder - *Present*

Judy Garbinski - *Present*

Jayne Lingenfelder – *Not Present*

Phillip Tridico – *Not Present*

\* Roxanne Leone, Secretary

\* Matthew Schulte, Treasurer

\* Robert Masters, Solicitor

(\* non-voting member)

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• **PUBLIC COMMENTS**

- *There were no public comments.*

• **REORGANIZATION**

- *The meeting was turned over to the Solicitor for the purpose of chairing the Reorganization.*

• **ELECTION OF THE PRESIDENT OF THE BOARD OF TRUSTEES**

Nomination of: Dr. Dave Jaskiewicz

Nomination by: Ed Elder

Motion to Close Nominations: Bill Cattron

Second by: Judy Garbinski

**Roll Call Vote:**

Dr. Dave Jaskiewicz - *abstained*

Tom Dorsey – *not present*

William Cattron – YES

Edward Elder – YES

Judy Garbinski – YES

Jayne Lingenfelder – *not present*

Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

Chair authorized Secretary to cast unanimous ballot electing Dr. Dave Jaskiewicz President of the Pennsylvania Cyber Charter School Board of Trustees.

• **ELECTION OF THE VICE PRESIDENT OF THE BOARD OF TRUSTEES**

Nomination of: Tom Dorsey  
Nomination by: Ed Elder  
Motion to Close Nominations: Bill Cattron  
Second by: Judy Garbinski

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES  
Tom Dorsey – *not present*  
William Cattron – YES  
Edward Elder – YES  
Judy Garbinski – YES  
Jayne Lingenfelder – *not present*  
Phillip Tridico – *not present*  
**NO NEGATIVE VOTES**

Chair authorized Secretary to cast unanimous ballot electing Tom Dorsey Vice-President of the Pennsylvania Cyber Charter School Board of Trustees.

• **ELECTION OF THE SECRETARY OF THE BOARD OF TRUSTEES**

Nomination of: Roxanne Leone  
Nomination by: Judy Garbinski  
Motion to Close Nominations: Bill Cattron  
Second by: Ed Elder

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES  
Tom Dorsey – *not present*  
William Cattron – YES  
Edward Elder – YES  
Judy Garbinski – YES  
Jayne Lingenfelder – *not present*  
Phillip Tridico – *not present*  
**NO NEGATIVE VOTES**

Chair authorized Secretary to cast unanimous ballot electing Roxanne Leone Secretary of the Pennsylvania Cyber Charter School Board of Trustees.

- **ELECTION OF THE TREASURER OF THE BOARD OF TRUSTEES**

Nomination of: Matthew Schulte  
Nomination by: Judy Garbinski  
Motion to Close Nominations: Bill Cattron  
Second by: Ed Elder

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES  
Tom Dorsey – *not present*  
William Cattron – YES  
Edward Elder – YES  
Judy Garbinski – YES  
Jayne Lingenfelder – *not present*  
Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

Chair authorized Secretary to cast unanimous ballot electing Matthew Schulte Treasurer of the Pennsylvania Cyber Charter School Board of Trustees.

- **APPOINTMENT OF SOLICITOR TO THE BOARD OF TRUSTEES**

Nomination of: Robert Masters  
Nomination by: Ed Elder  
Motion to Close Nominations: Bill Cattron  
Second by: Judy Garbsinki

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES  
Tom Dorsey – *not present*  
William Cattron – YES  
Edward Elder – YES  
Judy Garbinski – YES  
Jayne Lingenfelder – *not present*  
Phillip Tridico – *not present*

**NO NEGATIVE VOTES**

Chair authorized Secretary to cast unanimous ballot electing Robert Masters Solicitor of the Pennsylvania Cyber Charter School Board of Trustees.

- **DESIGNATION OF DAY, TIME, AND PLACE FOR REGULAR MEETINGS OF THE BOARD OF TRUSTEES FOR THE 2013-2014 FISCAL YEAR**

DATE: Third Monday of Each Month  
TIME: 6:30 PM  
PLACE: 652 Midland Avenue, Midland, PA 15059

Motion by: Ed Elder  
Second by: Judy Garbinski

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES  
Tom Dorsey – *not present*  
William Cattron – YES  
Edward Elder – YES  
Judy Garbinski – YES  
Jayne Lingenfelder – *not present*  
Phillip Tridico – *not present*  
**NO NEGATIVE VOTES**

• **DESIGNATION OF DEPOSITORY FOR THE 2013-2014 FISCAL YEAR**

DEPOSITORY:           Huntington National Bank

Motion by:            Judy Garbinski  
Second by:            Bill Cattron

**Roll Call Vote:**

Dr. Dave Jaskiewicz - YES  
Tom Dorsey – *not present*  
William Cattron – YES  
Edward Elder – YES  
Judy Garbinski – YES  
Jayne Lingenfelder – *not present*  
Phillip Tridico – *not present*  
**NO NEGATIVE VOTES**

**Minutes Approved by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

August 19, 2013 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Dr. Dave Jaskiewicz, President  
**Type of Meeting:** Regular

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**Roll Call:**

Dr. Dave Jaskiewicz  
Tom Dorsey  
William Cattron  
Edward Elder  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor

(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

The meeting is now open for any public comments.

\*Kevin Kennedy will present the Board of Trustees with a status update on the Brand Development project.

• **BOARD**

- *There are no agenda items related to Board*

• **FINANCE**

**Item I**

Recommend the Board of Trustees approve the finance reports listed below:

- Preliminary Balance Sheet and Profit & Loss Statement as of July 31, 2013
- Preliminary and Unaudited Balance Sheet and Profit & Loss Statement as of June 30, 2013

- Preliminary Internal Service Fund Balance Sheet and Profit & Loss Statement as of July 31, 2013
- Preliminary and Unaudited Internal Service Fund Balance Sheet and Profit & Loss Statement as of June 30, 2013
- 2010-2011 School Year Accounts Receivable Report as of July 31, 2013
- 2010-2011 School Year Accounts Receivable Report as of June 30, 2013
- 2012-2013 School Year Accounts Receivable Report as of July 31, 2013
- 2012-2013 School Year Accounts Receivable Report as of June 30, 2013
- Check Register for the month of July 2013
- Check Register for the month of June 2013
- Treasurer's Report as of July 31, 2013

**Item II**

Recommend the Board of Trustees approve the opening of a ZBA (Zero Balance Account) account with the Huntington National Bank.

• **EDUCATION**

**Item I**

Recommend the Board of Trustees approve the new, revised, and renewed contracts to provide Special Education Services for students, in accordance with their IEP as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the 2013 Consulting Agreement between Sally C. Chamberlain and the Pennsylvania Cyber Charter School as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve revised Employee Handbook Policy 515: Cellular Device Policy as presented. (attachment)

**Item IV**

Recommend the Board of Trustees approve the revised Pennsylvania Cyber Charter School Cellular Device Usage Agreement as presented (attachment)

**Item V**

Recommend the Board of Trustees approve the purchase of 2,500 First in Math Single Student Subscriptions in the amount of \$17,500.00 for the 2013-2014 school year as presented. (attachment)

### **Item VI**

Recommend the Board of Trustees approve the Facility Rental Agreement between The Pennsylvania Cyber Charter School and The Lincoln Park Performing Arts Center for facility rental for yearly school-wide in-service as presented. (attachment)

### **Item VII**

Recommend the Board of Trustees approve the August 2013 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

### **Item VIII**

Recommend the Board of Trustees approve the 2013-2014 Memorandum of Understanding (MOU) between the National Network of Digital Schools (NNDS) and the Pennsylvania Cyber Charter School (PACYBER) for curriculum services as presented. (attachment)

### **Item IX**

Recommend the Board of Trustees approve the purchase of three SmartBoards, one each for 1200 Midland Avenue, the Erie Satellite Office, and the Gym/Wellness Center as presented. (attachment)

### **Item X**

Recommend the Board of Trustees approve revised Employee Handbook Policy 381 Educational Reimbursement as presented. (attachment)

## • **PERSONNEL**

### **Item I**

Recommend the Board of Trustees approve the personnel leaves from July 1, 2013 through July 31, 2013 as presented. (attachment)

### **Item II**

Recommend the Board of Trustees approve the New Hires, Resignations, Status/Title Changes, and Payroll Adjustments as presented. (attachment)

### **Item IV**

Recommend the Board of Trustees approve the August 2013 Part Time Employees as presented. (attachment)

## **Item V**

Recommend the Board of Trustees approve the following job title and description. (attachment):

- Purchasing Specialist

### **• FACILITIES & GROUNDS**

*There are no agenda items related to Facilities and Grounds*

### **• ENROLLMENT REPORT**

- Currently enrolled: **9986** (2012-2013 - 9967)
- Applications pending: **590** (2012-2013 - 588)
- Appointments scheduled between 8/1 – 9/12: **680** (2012-2013 – 689)
- The Admissions team continues to enroll students at events across the state. Ten events are planned between August 20 – August 28, with additional appointments in satellite offices and support centers. We will continue to enroll into the school year in order to meet the demand.
- Our Customer Relations Representatives have held information sessions in Mechanicsburg, Chambersburg, Lancaster, Wilkes-Barre, Bloomsburg and Erie. This new initiative has raised PA Cyber’s profile in these areas.
- Over 200 prospective families attended open house events throughout the summer months. Additional events are planned for September and October in order to serve those families looking to make a change in educational setting after the start of the school year.
- Our marketing staff has attended numerous events around the state, including the “Kindergarten...Here I Come” at the Children’s Museum of Pittsburgh, a promo night at the Erie Seawolves minor league baseball game, and the “Back to School Block Party” at the Capital City Mall in Harrisburg.

### **• BOARD COMMENTS**

The meeting is now open for Board comments.

### **• EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for September 16, 2013 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

September 16, 2013 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Dr. Dave Jaskiewicz, President  
**Type of Meeting:** Regular

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**Roll Call:**

Dr. Dave Jaskiewicz  
Tom Dorsey  
William Cattron  
Edward Elder  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor

(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

The meeting is now open for any public comments.

• **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the July 15, 2013 reorganization meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the minutes from the July 15, 2013 general meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve the minutes from the August 19, 2013 general meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

- **FINANCE**

- **Item I**

- Recommend the Board of Trustees approve the 2013-2014 Depositories and Authorized Signors for the Pennsylvania Cyber Charter School as presented. (attachment)

- **EDUCATION**

- **Item I**

- Recommend the Board of Trustees approve the 2013-2014 Memorandum of Understanding between Lincoln Park Performing Arts Charter School (LPPACS) and the Pennsylvania Cyber Charter School (PA Cyber) for teaching services as presented. (attachment)

- **Item II**

- Recommend the Board of Trustees approve the 2013-2014 Arts Education Agreement between Lincoln Park Performing Arts Center (LPPAC) and the Pennsylvania Cyber Charter School (PA Cyber) for arts education services as presented. (attachment)

- **Item III**

- Recommend the Board of Trustees approve the new and renewal contract to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

- **Item IV**

- Recommend the Board of Trustees approve the Software Master License Agreement between Genius SIS, Inc. and the Pennsylvania Cyber Charter School for Genius Student Information System Software Initial Licensing and Set up, Enrollment Maintenance, and hosting. This is a three year agreement with the option of two (2 year) renewals for an estimated cost of \$1,020,129 as presented. (attachment)

- **Item V**

- Recommend the Board of Trustees approve the Third Party Escrow Agreement between the Pennsylvania Cyber Charter School, Genuis SIS, Inc., and Iron Mountain for the creation, management, and enforcement of software escrow account as presented. (attachment)

- **Item VI**

- Recommend the Board of Trustees approve the 2013-2014 Service Agreement between Antonio Mauro and the Pennsylvania Cyber Charter School for providing Virtual Classroom Conversational Italian Instruction as presented. (attachment)

## **Item VII**

Recommend the Board of Trustees approve the revised 2013-2014 Student and Staff Calendars updated to include the addition of a third graduation ceremony as presented. (attachment)

- **PERSONNEL**

### **Item I**

Recommend the Board of Trustees approve the Pennsylvania Cyber Charter School Salary Schedule and Classification Code by Position Schedule for the 2013-2014 School Year retroactive to July 1, 2013 for the purpose of providing appropriate and consistent salary stratifications for employees. (attachment)

### **Item II**

Recommend the Board of Trustees approve the list of Full-Time Employees including proposed Total Salaries for the 2013-2014 School Year retroactive to July 1, 2013. (attachment)

### **Item III**

Recommend the Board of Trustees approve the personnel leaves from August 1, 2013 through August 31 as presented. (attachment)

### **Item IV**

Recommend the Board of Trustees approve the New Hires, Resignations, Terminations, Status/Title Changes and Payroll Adjustments as presented. (attachment)

### **Item V**

Recommend the Board of Trustees approve the September 2013 Part Time Employees as presented. (attachment)

### **Item VI**

Recommend the Board of Trustees approve the Supplemental Pay Schedule as presented. (attachment)

### **Item VII**

Recommend the Board of Trustees approve revised Employee Handbook Policy 383: Benefits to be effective October 1, 2013 as presented. (attachment)

## **Item VIII**

Recommend the Board of Trustees approve the following job titles and description. (attachment):

- Director of Staff Development and Certification
- Keystone Assessment Supervisor
- Physical Education Program Coordinator
- Support Services Supervisor
- Virtual Classroom Supervisor

### **• FACILITIES & GROUNDS**

*There are no agenda items related to Facilities and Grounds*

### **• ENROLLMENT REPORT**

- Total Active Students: 10,345 (LY 10,284)
- Pending Applications: 318 (LY 327)
- Interviews Scheduled: 664 (LY 584)
  
- September continues to be a busy month for the admissions team. We are enrolling daily in Midland and at support centers and satellite offices. We also have enrollment events planned in Erie, Bloomsburg, Wilkes-Barre, Greensburg and Lancaster. Our Customer Relations Representatives will be holding information sessions in Pittsburgh, Erie and Wilkes-Barre. They will also begin hosting bi-weekly webinars for prospective students.
  
- In addition to our traditional TV, radio, print and outdoor advertising, our marketing efforts continue with an emphasis on reaching into the local communities. PA Cyber staff has been attending back-to-school fairs, fall festivals, community days and other events around the state, including Elephant Day at the Pittsburgh Zoo, the Juvenile Diabetes Research Foundation Walk in Greensburg, the Family Education Expo in Philadelphia and Lehigh Non-Profit Awareness Expo in Allentown.

### **• BOARD COMMENTS**

The meeting is now open for Board comments.

### **• EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

### **• ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for October 21, 2013 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

November 18, 2013 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor  
  
(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

The meeting is now open for any public comments.

• **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the September 16, 2013 general meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the minutes from the October 10, 2013 special meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve and adopt the Resolution to approve amending the Bylaws of the Pennsylvania Cyber Charter School as presented. (attachment)

#### **Item IV**

Recommend the Board of Trustees accept the resignation of board member William Catron, effective October 21, 2013 as presented. (attachment)

#### **Item V**

Recommend the Board of Trustees approve an additional payment to Andrew Klein for special education consulting services rendered in conjunction with a prior approved settlement agreement for students JF, JF, and JF as presented. (attachment)

### • **FINANCE**

#### **Item I**

Recommend the Board of Trustees approve the finance reports listed below:

- Preliminary Balance Sheet and Profit & Loss Statement as of September 30, 2013
- Preliminary Balance Sheet and Profit & Loss Statement as of August 31, 2013
- Preliminary Internal Service Fund Balance Sheet and Profit & Loss Statement as of September 30, 2013
- Preliminary Internal Service Fund Balance Sheet and Profit & Loss Statement as of August 31, 2013
- 2010-2011 School Year Accounts Receivable Report as of September 30, 2013
- 2010-2011 School Year Accounts Receivable Report as of August 31, 2013
- 2012-2013 School Year Accounts Receivable Report as of September 30, 2013
- 2012-2013 School Year Accounts Receivable Report as of August 31, 2013
- 2013-2014 School Year Accounts Receivable Report as of September 20, 2013
- Check Register for the month of September 2013
- Check Register for the month of August 2013
- Treasurer's Report as of September 30, 2013
- Treasurer's Report as of August 31, 2013

(attachment)

### • **EDUCATION**

#### **Item I**

Recommend the Board of Trustees approve the 2013-2014 Memorandum of Understanding between Lincoln Park Performing Arts Charter School (LPPACS) and the Pennsylvania Cyber Charter School (PA Cyber) for teaching services as presented. (attachment)

## **Item II**

Recommend the Board of Trustees approve the September 1, 2013 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

## **Item III**

Recommend the Board of Trustees approve the October 1, 2013 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

## **Item IV**

Recommend the Board of Trustees approve the Consulting Agreement between The Pennsylvania Cyber Charter School (PA Cyber) and TAME, Inc. as presented. (attachment)

## **Item V**

Recommend the Board of Trustees approve the Truancy Elimination and Student Attendance policies with supporting documentation including letters, enclosure, and truancy elimination plan documents associated with the Truancy Elimination Policy. (attachment)

## **Item VI**

Recommend the Board of Trustees approve the October 2013 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

## **Item VII**

Recommend the Board of Trustees approve the November 2013 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

## **Item VIII**

Recommend the Board of Trustees approve the Technology Disposal/Recycling as presented. (attachment)

## **Item IX**

Recommend the Board of Trustees approve the PA Cyber Charter School Wellness Policy on physical activity and nutrition as it relates to the Child Nutrition and WIC Reauthorization Act of 2004 as presented. (attachment)

### **Item X**

Recommend the Board of Trustees approve the School of Engineering graduation project for students completing PA Cyber's School of Engineering graduation requirements.

### **Item XI**

Recommend the Board of Trustees approve the revised Administrative Review Board process with supporting letters. (attachment)

### **Item XII**

Recommend the Board of Trustees approve the Agreement between Lincoln Park Performing Arts Charter School and The Pennsylvania Cyber Charter School for use of Alumni Hall for the November 2013 PA Cyber Staff In-Service. (attachment)

### **Item XIII**

Recommend the Board of Trustees approve the Lincoln Park Performing Arts Center Facilities Rental Estimate for use of the Studio Theater and associated costs during the November 2013 PA Cyber Staff In-Service as presented. (attachment)

### **Item XIV**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the December 2013 Keystone Assessments as presented. (attachment)

- **PERSONNEL**

#### **Item I**

Recommend the Board of Trustees approve the Personnel Leaves from September 1, 2013 through October 31, 2013 as presented. (attachment)

#### **Item II**

Recommend the Board of Trustees approve the New Hires, Resignations, Layoffs/Terminations, Status/Title Changes, and Payroll Adjustments as presented. (attachment)

#### **Item III**

Recommend the Board of Trustees approve the November 2013 Part Time Employees as presented. (attachment)

#### **Item IV**

Recommend the Board of Trustees approve the following job title and description as presented. (attachment)

- Keystone Remediation Instructor [classification code ICS02]
- Satellite Office Manager w/o IS Responsibilities [classification code DS01]
- Principal K-12 [classification code DD01]

#### **Item VI**

Recommend the Board of Trustees approve the revised Supplemental Pay Scheduled as presented (attachment)

#### **Item VII**

Recommend the Board of Trustees approve revised Employee Handbook Policy 702: Smoking/Drug and Alcohol Use as presented. (attachment)

- **FACILITIES & GROUNDS**

*There are no agenda items related to Facilities and Grounds*

- **ENROLLMENT REPORT**

Total Active Students as of 11/15/2011: 10,847 Pending Applications: 206 Interviews Scheduled: 219

Applications approved since July 1, 2013: 4049

The Admissions and Marketing Department will hold our first enrollment event in our Erie Satellite Office on November 21, in addition to 11 other events and the individual appointments scheduled in our satellite offices and support centers.

Customer Relations Representatives are hosting weekly online information sessions through Blackboard Collaborate where parents can learn more about PA Cyber's programs and offerings. Parents also have an opportunity to pose questions to our Admissions staff and to schedule a face-to-face enrollment appointment. The Customer Relations Representatives are also hosting live information sessions in Washington, Monroeville, York, Lancaster, and Monaca. Nearly 200 prospective families have registered to attend a live or online session since we began offering them in October.

We have also started to schedule appointments for those families interested in enrolling in January for the second semester.

- **BOARD COMMENTS**

The meeting is now open for Board comments.

- **EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for December 16, 2013 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

December 16, 2013 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone-Bovalino, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor  
  
(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

The meeting is now open for any public comments.

- Jane Switzer will address the Board of Trustees regarding meeting the needs of gifted students at PA Cyber.

• **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the November 18, 2013 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the School Records Inventory System Policy as presented. (attachment)

- **FINANCE**

**Item I**

Recommend the Board of Trustees rescind the approval dated June 24, 2013 of the committed funds for the following future expenditures: Employer Portion of the Public School Employees' Retirement System (PSERS) Contribution: \$5,591,892; Medical Healthcare Insurance Premium Benefits: \$2,754,476.

**Item II**

Recommend the Board of Trustees approve the commitment of funds for the following future expenditures: Employer Portion of the Public School Employees' Retirement System (PSERS) Contribution: \$10,740,965; Medical Healthcare Insurance Premium Benefits: \$3,096,294.

**Item III**

Recommend the Board of Trustees authorize the Treasure to assign available fund balance for the following purposes: 12/13 Board Approved Tech Purchases in 13/14: \$229,300; Purchase Option of 722 Midland Avenue: \$1,162,000; Purchase Option of Tecport: \$3,641,735; OPEB Obligation: \$382,069; Future Legal Obligations: \$890,901; Balance 2013/2014 Budget: \$2,274,343.

**Item IV**

Recommend the Board of Trustees approve the fiscal year ended June 30, 2013 Independent Audit Report as prepared by Deluzio & Company, LLP. (attachment)

**Item V**

Recommend the Board approve the revised Annual Financial Report (PDE-2057) to be submitted to the Pennsylvania Department of Education. (attachment)

**Item VI**

Recommend the Board of Trustees approve the finance reports listed below:

- Preliminary Balance Sheet and Profit & Loss Statement as of October 31, 2013
- Preliminary Internal Service Fund Balance Sheet and Profit & Loss Statement as of October 31, 2013
- 2013-2014 School Year Accounts Receivable Report as of October 31, 2013
- 2012-2013 School Year Accounts Receivable Report as of October 31, 2013
- 2010-2011 School Year Accounts Receivable Report as of October 31, 2013
- Check Register for the month of October 2013
- Treasurer's Report as of October 31, 2013

(attachment)

## **Item VII**

Recommend the Board of Trustees approve revised 2013-2014 Depositories and Authorized Signors for the Pennsylvania Cyber Charter School. (attachment)

## • **EDUCATION**

### **Item I**

Recommend the Board of Trustees approve the November 1, 2013 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

### **Item II**

Recommend the Board of Trustees approve the initial license fee with Genius SIS, Inc. in the amount of \$25,000 per the Software Master License Agreement that was approved at the September 16, 2013 Board of Trustees meeting. (attachment)

### **Item III**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the December 2013 Keystone Assessments as presented. (attachment)

### **Item IV**

Recommend the Board of Trustees approve the October 2013 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

### **Item V**

Recommend the Board of Trustees approve the revised 2013-2014 Memorandum of Understanding between Lincoln Park Performing Arts Charter School (LPPACS) and the Pennsylvania Cyber Charter School (PA Cyber) for teaching services as presented. (attachment)

## • **PERSONNEL**

### **Item I**

Recommend the Board of Trustees approve the personnel leaves from November 1, 2013 through November 30, 2013 as presented. (attachment)

## **Item II**

Recommend the Board of Trustees approve the New Hires, Resignations, Status/Title Changes, and Payroll Adjustments as presented. (attachment)

## **Item III**

Recommend the Board of Trustees approve the December 2013 Part Time Employees as presented. (attachment)

## **Item IV**

Recommend the Board of Trustees approve the following job title and description as presented. (attachment)

- Special Education Instructional Support Assistant [classification code PS04]
- Virtual Classroom Technology Supervisor [classification code DS02]

## **Item V**

Recommend the Board of Trustees approve the revised Supplemental Pay Schedule as presented. (attachment)

## **• FACILITIES & GROUNDS**

### **Item I**

Recommend the Board of Trustees authorize the Pennsylvania Cyber Charter Chief Executive Officer to negotiate a proposal for a lease agreement with Midland Real Estate LP for the property located at 632 Midland Avenue, Midland, PA 15059.

### **Item II**

Recommend the Board of Trustees approve the non-renewal of the Lease Agreement for the location at 2903 Brenner Pike, Bellefonte, PA 16823 between Mainstream Investments and the Pennsylvania Cyber Charter School effective April 21, 2014.

### **Item III**

Recommend the Board of Trustees authorize the Senior Administrator, Business to negotiate a month-to-month lease agreement for the location at 2903 Brenner Pike, Bellefonte, PA 16823 between Mainstream Investments and the Pennsylvania Cyber Charter School.

#### **Item IV**

Recommend the Board of Trustees approve the Resolution of the Pennsylvania Cyber Charter School Terminating a Master Services Agreement with Hayes Large Architects, LLP.  
(attachment)

- **ENROLLMENT REPORT**

\*The enrollment report will be added just prior to the meeting in order to provide the most up to date information.

- **BOARD COMMENTS**

The meeting is now open for Board comments.

- **EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for January 20, 2014 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

January 20, 2014 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone-Bovalino, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor  
  
(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

The meeting is now open for any public comments.

• **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the November 18, 2013 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the minutes from the December 16, 2013 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve the School Records Inventory System Policy as presented. (attachment)

- **FINANCE**

**Item I**

Recommend the Board of Trustees rescind the approval dated June 24, 2013 of the committed funds for the following future expenditures: Employer Portion of the Public School Employees' Retirement System (PSERS) Contribution: \$5,591,892; Medical Healthcare Insurance Premium Benefits: \$2,754,476.

**Item II**

Recommend the Board of Trustees approve the commitment of funds for the following future expenditures: Employer Portion of the Public School Employees' Retirement System (PSERS) Contribution: \$10,740,965; Medical Healthcare Insurance Premium Benefits: \$3,096,294.

**Item III**

Recommend the Board of Trustees authorize the Treasure to assign available fund balance for the following purposes: 12/13 Board Approved Tech Purchases in 13/14: \$229,300; Purchase Option of 722 Midland Avenue: \$1,162,000; Purchase Option of Tecport: \$3,641,735; OPEB Obligation: \$382,069; Future Legal Obligations: \$890,901; Balance 2013/2014 Budget: \$2,274,343.

**Item IV**

Recommend the Board of Trustees approve the fiscal year ended June 30, 2013 Independent Audit Report as prepared by Deluzio & Company, LLP. (attachment)

**Item V**

Recommend the Board approve the revised Annual Financial Report (PDE-2057) to be submitted to the Pennsylvania Department of Education. (attachment)

**Item VI**

Recommend the Board of Trustees approve the finance reports listed below:

- Balance Sheet and Profit & Loss Statement as of November 30, 2013
- Preliminary Balance Sheet and Profit & Loss Statement as of October 31, 2013
- Internal Service Fund Balance Sheet and Profit & Loss Statement as of November 30, 2013
- Preliminary Internal Service Fund Balance Sheet and Profit & Loss Statement as of October 31, 2013
- 2013-2014 School Year Accounts Receivable Report as of November 30, 2013
- 2013-2014 School Year Accounts Receivable Report as of October 31, 2013

- 2012-2013 School Year Accounts Receivable Report as of November 30, 2013
- 2012-2013 School Year Accounts Receivable Report as of October 31, 2013
- 2010-2011 School Year Accounts Receivable Report as of November 30, 2013
- 2010-2011 School Year Accounts Receivable Report as of October 31, 2013
- Check Register for the month of November 2013
- Check Register for the month of October 2013
- Treasurer's Report as of November 30, 2013
- Treasurer's Report as of October 31, 2013

(attachment)

### **Item VII**

Recommend the Board of Trustees approve revised 2013-2014 Depositories and Authorized Signors for the Pennsylvania Cyber Charter School. (attachment)

### **Item VIII**

Recommend the Board of Trustees confirm the appointment of McIntyre Risk Management, LLC t/a the McIntyre Group as the Broker of Record for The Pennsylvania Cyber Charter School's Package (Property, Inland Marine, General Liability, School Leaders E&O, Sexual Misconduct and Molestation, Crime) Umbrella, Automobile, Worker's Compensation, and Information Security & Privacy Insurance policies.

## • **EDUCATION**

### **Item I**

Recommend the Board of Trustees approve the November 1, 2013 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

### **Item II**

Recommend the Board of Trustees approve the January 1, 2014 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

### **Item III**

Recommend the Board of Trustees approve the initial license fee with Genius SIS, Inc. in the amount of \$25,000 per the Software Master License Agreement that was approved at the September 16, 2013 Board of Trustees meeting. (attachment)

#### **Item IV**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the December 2013 Keystone Assessments as presented. (attachment)

#### **Item V**

Recommend the Board of Trustees approve the December 2013 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

#### **Item VI**

Recommend the Board of Trustees approve the January 2014 new and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

#### **Item VII**

Recommend the Board of Trustees approve the revised 2013-2014 Memorandum of Understanding between Lincoln Park Performing Arts Charter School (LPPACS) and the Pennsylvania Cyber Charter School (PA Cyber) for teaching services as presented. (attachment)

#### **Item VIII**

Recommend the Board of Trustees approve the purchase of 624 MS Office Pro annual subscription licenses in the amount of \$17,372.16 per the attached quote based on Costars Software Agreement 006-021 to be used for staff upgrades to the newest version of the software. (attachment)

#### **Item IX**

Recommend the Board of Trustees approve the purchase of 200 Lenovo T540p laptops in the amount of \$191,600.00 per the attached quote based on Costars Contract #358337 to be used to upgrade staff laptops. (attachment)

- **PERSONNEL**

#### **Item I**

Recommend the Board of Trustees approve the personnel leaves from November 1, 2013 through December 31, 2013 as presented. (attachment)

## **Item II**

Recommend the Board of Trustees approve the New Hires, Resignations, Status/Title Changes, and Payroll Adjustments as presented. (attachment)

## **Item III**

Recommend the Board of Trustees approve the January 2014 Part Time Employees as presented. (attachment)

## **Item IV**

Recommend the Board of Trustees approve the following job title and description as presented. (attachment)

- Special Education Instructional Support Assistant [classification code PS04]
- Virtual Classroom Technology Supervisor [classification code DS02]
- Executive Coordinator [classification code CAD04]

## **Item V**

Recommend the Board of Trustees approve the revised Supplemental Pay Schedule as presented. (attachment)

## **• FACILITIES & GROUNDS**

### **Item I**

Recommend the Board of Trustees authorize the Pennsylvania Cyber Charter Chief Executive Officer to negotiate a proposal for a lease agreement with Midland Real Estate LP for the property located at 632 Midland Avenue, Midland, PA 15059.

### **Item II**

Recommend the Board of Trustees approve the non-renewal of the Lease Agreement for the location at 2903 Brenner Pike, Bellefonte, PA 16823 between Mainstream Investments and the Pennsylvania Cyber Charter School effective April 21, 2014.

### **Item III**

Recommend the Board of Trustees authorize the Senior Administrator, Business to negotiate a month-to-month lease agreement for the location at 2903 Brenner Pike, Bellefonte, PA 16823 between Mainstream Investments and the Pennsylvania Cyber Charter School.

#### **Item IV**

Recommend the Board of Trustees approve the Resolution of the Pennsylvania Cyber Charter School Terminating a Master Services Agreement with Hayes Large Architects, LLP. (attachment)

#### **Item V**

Recommend the Board of Trustees approve the quote for the decommissioning of workstations with Office Furniture Workshop per Costars Vendor Number 301256. (attachment)

#### **Item VI**

Recommend the Board of Trustees approve the quote in the amount of \$406,555.00 for the acquisition of new workstations and furniture for 735 Midland Avenue from Office Furniture Warehouse via Costars Kimball Office Contract Number 035-001. (attachment)

#### **Item VII**

Recommend the Board of Trustees approve the Lease Amendment to amend the Lease Agreement dated March 10, 2011 between Mainstream Investments (“Lessor”) and the Pennsylvania Cyber Charter School (“Lessee”). (attachment)

- **ENROLLMENT REPORT**

Total Active Students as of 1/17/2014: 10,975

Pending Applications: 185

Interviews Scheduled: 222

Student Files Approved since July 1: 4,765

There are 15 enrollment events planned between January 21 - February 28. Additional appointments will be held in our satellite offices. The PA Cyber marketing team will also have a presence at numerous events statewide through the end of February, including the Family Fun Fair in Harrisburg, the Erie Baywolves game in Erie, and Kidapalooza at the David L. Lawrence Convention Center in Pittsburgh.

- **BOARD COMMENTS**

The meeting is now open for Board comments.

- **EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for February 17, 2014 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

February 17, 2014 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone-Bovalino, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor  
  
(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

The meeting is now open for any public comments.

• **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the January 20, 2014 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

• **FINANCE**

**Item I**

Recommend the Board of Trustees approve the finance reports listed below:

- Balance Sheet & Profit and Loss Statement as of December 31, 2013
- Internal Service Fund Balance Sheet & Profit and Loss Statement as of December 31, 2013
- 2013-2014 School Year Accounts Receivable Report as of December 31, 2013
- 2010-2011 School Year Accounts Receivable Report as of December 31, 2013
- Check Register for the month of December 2013

- Treasurer's Report as of December 31, 2013

(attachment)

**Item II**

Recommend the Board of Trustees approve the Insurance Program renewal effective February 20, 2014 with the Hartford for General Liability, Employee Benefits Liability, Sexual Misconduct & Molestation, School Leaders E&O Liability, Commercial Auto, Property, Crime, Workers Compensation, and Umbrella; and with Beazley for Information Security and Privacy Insurance with Electronic Media Liability Coverage. (attachment)

- **EDUCATION**

**Item I**

Recommend the Board of Trustees approve the February 2014 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the purchase of 125 Wireless Display Monitors in the amount of \$505 per unit as indicated in the attached quote based on Costars Contract Number 358337 to be used for equipment upgrades for Virtual Classroom and Elementary staff. (attachment)

**Item III**

Recommend the Board of Trustees approve the renewal of PA Cyber's M86 Licensing for student laptop internet filtering at a cost of \$19,622.93 as presented. (attachment)

**Item IV**

Recommend the Board of Trustees approve the purchase of 3,000 HP Printers for student use for the 2014-2015 school year at a cost of \$209,100.00 per Costars Contract Number 358337 as presented. (attachment)

**Item V**

Recommend the Board of Trustees approve the purchase of Rollback Licenses to be used to install recovery programs on school issued laptops for the 2014-2015 school year at a cost of \$45,360.00 as presented. (attachment)

## **Item VI**

Recommend the Board of Trustees approve the purchase of 4000 Lenovo L440 Notebooks for student use for the 2014-2015 school year at a cost of \$3,528,000 as per Costars Contract Number 358337 as presented. (attachment)

## **Item VII**

Recommend the Board of Trustees approve the Technology Equipment Disposal/Recycling as presented. (attachment)

## **Item VIII**

Recommend the Board of Trustees approve the December 1, 2013 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

## **Item IX**

Recommend the Board of Trustees approve the February 1, 2014 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

## **Item X**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the March 2014 Reading and Math PSSA Assessments as presented. (attachment)

- **PERSONNEL**

### **Item I**

Recommend the Board of Trustees approve the Personnel Leaves from January 1, 2014 through January 31, 2014 as indicated in the attached leaves list as presented. (attachment)

### **Item II**

Recommend the Board of Trustees approve the New Hires, Resignations, Status/Title Changes and Payroll Adjustments as presented. (attachment)

### **Item III**

Recommend the Board of Trustees approve the February 2014 Part Time Employees as presented. (attachment)

#### **Item IV**

Recommend the Board of Trustees approve the following job title and description as presented. (attachment)

- Staff Development and Certification Assistant [classification code PS03]
- Satellite/Student Center Teachers' Assistant [classification code AS01]

#### **Item VI**

Recommend the Board of Trustees approve the adjusted classification code for Keystone Remediation Instructor [ICS02 to ICS01].

#### **Item VI**

Recommend the Board of Trustees approve the Supplemental Pay Schedule as presented. (attachment)

- **FACILITIES & GROUNDS**

#### **Item I**

Recommend the Board of Trustees approve the non-renewal of the Room Rental Agreement for the location at 250 East Ohio Street, Pittsburgh, PA 15212 between Allegheny Center Alliance Church and the Pennsylvania Cyber Charter School effective June 15, 2014.

- **ENROLLMENT REPORT**

*\*The enrollment report will be added just prior to the meeting for accurate reporting.*

- **BOARD COMMENTS**

The meeting is now open for Board comments.

- **EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for March 17, 2014 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

March 17, 2014 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone-Bovalino, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor  
  
(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

- *Kimberly Brentzel, Virtual Classroom Instructor, will present information related to a field trip opportunity to Spain for PA Cyber students through Educational Tours. (attachments)*

• **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the February 17, 2014 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

- *Discussion regarding the April 2014 Board of Trustees meeting date.*
- *Discussion regarding electronic board document software.*

• **FINANCE**

**Item I**

Recommend the Board of Trustees approve the finance reports listed below:

- Balance Sheet & Profit and Loss Statement as of January 31, 2014
- Internal Service Fund Balance Sheet & Profit and Loss Statement as of January 31, 2014

- 2013-2014 School Year Accounts Receivable Report as of January 31, 2014
- 2010-2011 School Year Accounts Receivable Report as of January 31, 2014
- Check Register for the month of January 2014
- Treasurer's Report as of January 2014

(attachment)

- **EDUCATION**

**Item I**

Recommend the Board of Trustees approve the March 2014 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the Pennsylvania Electronic Teacher Evaluation Portal (PA-EETEP) for Educators. PA EETEP is designed to facilitate the PA Department of Education's new teacher evaluation process. (attachment)

**Item III**

Recommend the Board of Trustees approve the purchase of 4,000 licenses of our student Internet content filter, Barracuda, for the 2014-2015 school year in the amount of \$50,240. (attachment)

**Item IV**

Recommend the Board of Trustees approve the purchase of 4,000 Vistablen Penpad digital tablets for new student tech kits for the 2014-2015 school year in the amount of \$131,300. (attachment)

**Item V**

Recommend the Board of Trustees approve the purchase of 4,000 Logitech headsets, 4,000 V7 laptop cases, and the packaging/delivery fee for all complete tech kits to be delivered to the warehouse for the 2014-2015 school year in the amount of \$190,320.

**Item VI**

Recommend the Board of Trustees approve the purchase of student restock items: Ethernet cables, headsets, ink cartridges, and routers in the amount of \$102,773. These items will be inventory for existing students in need of replacements for the 2014-2015 school year. (attachment)

### **Item VII**

Recommend the Board of Trustees approve the purchase of 2,000 Vistablet Penpad digital tablets to be used as student restock items in the amount of \$65,650. These items will be inventory for existing students in need of replacements for the 2014-2015 school year. (attachment)

### **Item VIII**

Recommend the Board of Trustees approve the purchase of three models of Vistablet pens to be used as student restock items in the amount of \$16,550. These items will be inventory for existing students in need of replacements for the 2014-2015 school year. (attachment)

### **Item IX**

Recommend the Board of Trustees approve the proposal from Expedient for an upgrade to our Internet Access bandwidth at our Wexford office. This proposal is submitted as part of the E-rate program and chosen based on pricing and service. (attachment)

### **Item X**

Recommend the Board of Trustees approve the proposal from Consolidated Communications for Local and Long Distance Phone Lines at our Wexford, Greensburg, Harrisburg and State College offices. This proposal is submitted as part of the E-rate program and chosen based on pricing and service. (attachment)

### **Item XI**

Recommend the Board of Trustees approve the proposal from Verizon Wireless for our Cellular Phone and Internet Access service. This proposal is submitted as part of the E-rate program and chosen based on pricing and service. (attachment)

### **Item XII**

Recommend the Board of Trustees approve the purchase of 500 tickets for Hershey Park, at a total cost of \$16,000, to be sold to PA Cyber students, families, and staff as presented. (attachment)

### **Item XIII**

Recommend the Board of Trustees approve the 2014-2015 School Calendar as presented. (attachment)

#### **Item XIV**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the Spring 2014 Math and Reading PSSA Assessments as presented. (attachment)

#### **Item XV**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the Spring 2014 Writing PSSA Assessments as presented. (attachment)

#### **Item XVI**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the Spring 2014 Science PSSA Assessments as presented. (attachment)

- **PERSONNEL**

#### **Item I**

Recommend the Board of Trustees approve the New Hires, Resignations, Status/Title Changes, and Payroll Adjustments as presented. (attachment)

#### **Item II**

Recommend the Board of Trustees approve the March 17, 2014 Part Time Employees as presented. (attachment)

#### **Item III**

Recommend the Board of Trustees approve the adjusted classification code for Virtual Classroom Technology Representative [PS02 to PS04].

#### **Item IV**

Recommend the Board of Trustees approve the following job titles and/or job descriptions:

- Chief Academic Officer (CAO)
- Chief Financial Officer (CFO)
- Chief Operations Officer (COO)
- Deputy Chief Academic Officer
- Deputy Chief Operations Officer
- Accounts Payable Coordinator [classification code CAD03]
- Director of Academic Advisors [classification code DD01]

- Executive Assistant to the CAO and DCAO [classification code PS05]
- Executive Assistant to the COO, DCOO, and CFO [classification code PS05]
- Principal K-12 [updated job description]

(attachment)

### **Item V**

Recommend the Board of Trustees approve the revised Salary Schedule as presented.  
(attachment)

### **Item VI**

Recommend the Board of Trustees approve the Personnel Leaves from February 1, 2014 through February 28, 2014 as presented. (attachment)

- **FACILITIES & GROUNDS**

#### **Item I**

Recommend the Board of Trustees approve the CEO to enter into a master services agreement with HHSDR Inc. for architectural professional services subject to final legal review.

#### **Item II**

Recommend the Board of Trustees approve the 735 Midland Avenue renovations project with an estimated budget of \$780,000 with the stipulation that the project will go out to bid.

#### **Item III**

Recommend the Board of Trustees approve the proposal from Valbridge Property Advisors in the amount of \$30,000.00 to appraise various owned properties and leased locations in Midland, Pittsburgh, Wexford, and Greensburg. (attachment)

- **ENROLLMENT REPORT**

Total Active Students: 11,251

Pending Applications: 102

Applications approved since July 1, 2013 – 5827 (LY 5888)

Our Customer Relations Representatives are continuing to speak with prospective families through webinars and our tentative 2014-2015 enrollment event schedule has been set.

In addition to our traditional TV, radio, print and outdoor advertising, our marketing efforts continue with an emphasis on reaching into the local communities. March events include Youth

Maker Night at the Children’s Museum of Pittsburgh, the Lehigh Valley Science Festival, the Dauphin County Women’s Expo and the Erie Bayhawks game.

- **BOARD COMMENTS**

The meeting is now open for Board comments.

- **EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for April 21, 2014 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

April 22, 2014 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone-Bovalino, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor  
  
(\*denotes non-voting member)

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- **PUBLIC COMMENTS**
- **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the March 17, 2014 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the End User Agreement between Emerald Data Solutions, Inc. and the Pennsylvania Cyber Charter School to provide the electronic board document service, BoardDocs, as presented. (attachment)

- **FINANCE**

**Item I**

Recommend the Board of Trustees approve the finance reports listed below:

- Balance Sheet & Profit and Loss Statement as of February 28, 2014

- Internal Service Fund Balance Sheet & Profit and Loss Statement as of February 28, 2014
- 2013-2014 School Year Accounts Receivable Report as of February 28, 2014
- 2010-2011 School Year Accounts Receivable Report as of February 28, 2014
- Check Register for the month of February 2014
- Treasurer's Report as of February 2014

(attachment)

- **EDUCATION**

**Item I**

Recommend the Board of Trustees approve the 4.1.2014 pricing updates to the Memorandum of Understanding with the National Network of Digital Schools (NNDS) for the 2013-2014 curriculum. (attachment)

**Item II**

Recommend the Board of Trustees approve the April 2014 new and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve the purchase of 350 tickets for Dorney Park at a total cost of \$9100 to be sold to PA Cyber students, families, and staff as presented. (attachment)

**Item IV**

Recommend the Board of Trustees approve the Pennsylvania Cyber Charter School Improvement Plan from 6/30/2014-07/01/2017 as presented. (attachment)

**Item V**

Recommend the Board of Trustees approve the Virtual Classroom staff proceed with the redesign of the 3<sup>rd</sup> and 4<sup>th</sup> grade Mathematics, Language Arts, Science, and Social Studies Textbooks for the Virtual Classroom courses to be used during the 2014-2015 school year.

**Item VI**

Recommend the Board of Trustees approve initiation of the bidding process for the printing of the redesigned 3<sup>rd</sup> and 4<sup>th</sup> grade textbooks to be used during the 2014-2015 school year.

### **Item VII**

Recommend the Board of Trustees approve the Transition Services Policy and supporting documents as presented. (attachment)

### **Item VIII**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the Spring 2014 Science PSSA Assessments as presented. (attachment)

### **Item IX**

Recommend the Board of Trustees approve the agreement for testing rooms and staff accommodations for the administration of the Spring 2014 Writing PSSA Assessments as presented. (attachment)

### **Item X**

Recommend the Board of Trustees approve the agreements for testing rooms and staff accommodations for the administration of the Spring 2014 Keystone Assessments as presented. (attachment)

- **PERSONNEL**

### **Item I**

Recommend the Board of Trustees approve the personnel leaves from March 1, 2014 through March 31, 2014 as presented in the attached leaves list. (attachment)

### **Item II**

Recommend the Board of Trustees approve the New Hires, Status/Title Changes, and Payroll Adjustments as presented. (attachment)

### **Item III**

Recommend the Board of Trustees approve the April 2014 Part Time Employees as presented. (attachment)

### **Item IV**

Recommend the Board of Trustees approve the revised Classification Codes by Position as presented. (attachment)

## **Item V**

Recommend the Board of Trustees approve the following job titles and/or job descriptions:

- Academic Advisor
- Assistant Director of Academic Advisors
- Child Accounting Billing Coordinator (classification code CAD04)

(attachment)

## • **FACILITIES & GROUNDS**

### **Item I**

Recommend the Board of Trustees approve the quote in the amount of \$28,713 for the acquisition of new workstations and furniture for 652 Midland Avenue from Office Furniture Warehouse via Costars Kimball Office Contract Number 035-001. (attachment)

### **Item II**

Recommend the Board of Trustees approve the Facilities Rental Agreement with the Lincoln Park Performing Arts Center for the 2014-2015 school year. (attachment)

### **Item III**

Recommend the Board of Trustees approve the Arts Education Agreement between the Pennsylvania Cyber Charter School (PA Cyber) and Lincoln Park Performing Arts Center (LPPAC) for the 2013-2014 school year as presented. (attachment)

### **Item IV**

Recommend the Board of Trustees approve Addendum Number 1 to the Arts Education Agreement between the Pennsylvania Cyber Charter School (PA Cyber) and Lincoln Park Performing Arts Center (LPPAC) for the 2013-2014 school year as presented. (attachment)

### **Item V**

Recommend the Board of Trustees approve the Arts Education Agreement between the Pennsylvania Cyber Charter School (PA Cyber) and Lincoln Park Performing Arts Center (LPPAC) and Addenda 1 through 8 for the 2012-2013 school year as presented. (attachment)

## • **ENROLLMENT REPORT**

Total Active Students as of 4/16/14: 11,115

Pending applications for 2014-2015 – 90

Enrollment appointments scheduled for 2014-2015 - 296

- The Admissions department is now enrolling for the 2014-2015 school year. We are the first department to use Genius SIS.
- The PA Cyber marketing team will be holding information sessions at our offices around the state throughout May, June and July. PA Cyber will also have a presence at upcoming events throughout the state in May, including the Pittsburg International Children's Festival and the Philadelphia Science Festival.

- **BOARD COMMENTS**

The meeting is now open for Board comments.

- **EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for May 19, 2014 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

May 19, 2014 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Jayne Lingenfelder  
Phillip Tridico

\* Roxanne Leone-Bovalino, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor

(\*denotes non-voting member)

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• **PUBLIC COMMENTS**

- HHSDR, Inc. will address the Board of Trustees regarding awarding of bid for 735 Midland Avenue renovation project.

• **BOARD**

**Item I**

Recommend the Board of Trustees approve the minutes from the April 22, 2014 regular meeting of the Pennsylvania Cyber Charter School Board of Trustees as presented. (attachment)

**Item II**

Recommend the Board of Trustees appoint John Pippy as a member of the Pennsylvania Cyber Charter School Board of Trustees effective May 20, 2014.

**Item III**

Recommend the Board of Trustees appoint Brian Hayden as a member of the Pennsylvania Cyber Charter School Board of Trustees effective May 20, 2014.

• **FINANCE**

**Item I**

Recommend the Board of Trustees approve the finance reports listed below:

- Balance Sheet & Profit and Loss Statement as of March 31, 2014
- Internal Service Fund Balance Sheet & Profit and Loss Statement as of March 31, 2014
- 2013-2014 School Year Accounts Receivable Report as of March 31, 2014
- 2010-2011 School Year Accounts Receivable Report as of March 31, 2014

- Check Register for the month of March 2014
- Treasurer's Report as of March 2014

(attachment)

**Item II**

Recommend the Board of Trustees approve the Return of Organization Exempt from Income Tax for the period 7/1/12 through 6/30/13 submitted to the Internal Revenue Service in accordance with the organization's Application for Exemption under section 501(c)(3). (attachment)

**Item III**

Recommend the Board of Trustees approve the Life, AD&D, Short-Term Disability, Long-Term Disability, Medical/Drug, Dental, Vision, Stop Loss, WebMD Telephonic Health Coaching renewal rates and administrative fees effective July 1, 2014. (attachment)

**Item IV**

Recommend the Board of Trustees approve the Preliminary Budget of the Pennsylvania Cyber Charter School for the 2014-2015 school year as presented. (attachment not yet available)

- **EDUCATION**

**Item I**

Recommend the Board of Trustees approve the May 2014 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

- **PERSONNEL**

**Item I**

Recommend the Board of Trustees approve the Personnel Leaves from April 1, 2014 through April 30, 2014 as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve the New Hires, Resignations, Status/Title Changes, and Payroll Adjustments as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve the May 19, 2014 Part Time Employees as presented. (attachment)

**Item IV**

Recommend the Board of Trustees approve the Classification Codes by Position Schedule B as presented. (attachment)

**Item V**

Recommend the Board of Trustees approve the Salary Schedule Version B as presented. (attachment)

**Item VI**

Recommend the Board of Trustees approve the revised Supplemental Pay Schedule as presented. (attachment)

• **FACILITIES & GROUNDS**

**Item I**

Recommend the Board of Trustees approve the proposal with Architectural Sign Associates for professional sign design and planning services in the amount of \$29,650 as presented. (attachment)

**Item II**

Recommend the Board of Trustees approve installation of Flood Gate Backwater Valve at PA Cyber 617 Midland Avenue location at an estimated cost of \$13,365 as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve installation of Flood Gate Backwater Valve at PA Cyber 1200 Midland Avenue location at an estimated cost of \$8,829 as presented. (attachment)

**Item IV**

Recommend the Board of Trustees approve the Master Services Agreement between HHSDR, Inc. and the Pennsylvania Cyber Charter School for architectural professional services as presented. (attachment)

• **ENROLLMENT REPORT**

Total active students: 10,900

Pending applications: 295

Appointment scheduled: 426

- The brand revitalization has been shared with all staff and students via email and informational meetings. The PA Cyber marketing team is supporting the new brand efforts and will be holding information sessions at our offices around the state throughout June and July. PA Cyber will also be represented at marketing events in Erie, Pittsburgh, Lancaster, Harrisburg, Allentown, State College and Philadelphia in the months of May and June.

• **BOARD COMMENTS**

The meeting is now open for Board comments.

• **EXECUTIVE SESSION**

Recommend the Board go into Executive Session for legal and personnel matters.

• **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for June 16, 2014 at 6:30 p.m.

**The Pennsylvania Cyber Charter School  
Board of Trustees  
Regular Meeting**

June 23, 2014 at 6:30 PM  
652 Midland Avenue, Midland, PA 15059

**Meeting called by:** Edward Elder, President  
**Type of Meeting:** Regular

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**Roll Call:**

Edward Elder, President  
Tom Dorsey, Vice President  
Judy Garbinski  
Brian Hayden  
Jayne Lingenfelder  
John Pippy  
Phillip Tridico

\* Roxanne Leone-Bovalino, Secretary  
\* Matthew Schulte, Treasurer  
\* Robert Masters, Solicitor

(\*denotes non-voting member)

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- **PUBLIC COMMENTS**
- **BOARD**

**Item I**

*There are no items under Board for the June 23, 2014 meeting.*

- **FINANCE**

**Item I**

Recommend the Board of Trustees approve the finance reports listed below:

- Balance Sheet and Profit & Loss Statement as of April 30, 2014
- Internal Service Fund Balance Sheet and Profit & Loss Statement as of April 30, 2014
- 2013-2014 School Year Accounts Receivable Report as of April 30, 2014
- 2010-2011 School Year Accounts Receivable Report as of April 30, 2014
- Check Register for the month of April 2014
- Treasurer's Report as of April 2014

(attachment)

**Item II**

Recommend the Board of Trustees approve the financing proposal and Third Amendment to the Line of Credit Loan Agreement and Revolving Term Note from the Huntington National Bank to provide a \$5,000,000 senior secured revolving credit facility with a seasonal increase up to \$30,000,000 as presented. (attachment)

### **Item III**

Recommend the Board of Trustees authorize the Chief Financial Officer to proceed with final negotiations between the Pennsylvania Cyber Charter School and UPMC Work Partners to enter into an agreement to provide health management and wellness services to the employees of the Pennsylvania Cyber Charter School.

### **Item IV**

Recommend the Board of Trustees approve the purchase of eleven 2014 Toyota Sienna's from the New Holland Auto Group per the COSTARS state contract #26-039 for a total cost of \$219,551.36, which includes the trade in allowance for eleven vehicles, which constitute the following vehicles in our fleet, (2) 2008 Dodge Caravans, (4) 2011 Dodge Grand Caravans, (5) 2010 Ford Transit Connects.

### **Item V**

Recommend the Board of Trustees commit appropriate fund balance to fund the following expenditures: Employer Portion of the Public School Employee's Retirement System (PSERS) Contribution (FIGURE TO BE PROVIDED); Medical Healthcare Insurance Premium Benefits (FIGURE TO BE PROVIDED).

### **Item VI**

Recommend the Board of Trustees authorize the Treasurer to assign available fund balance for the purpose of existing facility demolition/new facility construction, to balance the 2014-2015 budget for legal obligations.

### **Item VII**

Recommend the Board of Trustees approve the final budget of the Pennsylvania Cyber Charter School for the 2014-2015 school year in the amount of (FIGURE FORTHCOMING)

- **EDUCATION**

#### **Item I**

Recommend the Board of Trustees approve the Consulting Agreement between Sally C. Chamberlain and the Pennsylvania Cyber Charter School as presented. (attachment)

#### **Item II**

Recommend the Board of Trustees approve the purchase of 200 tickets for the matinee performance of Phantom of the Opera, at a total cost of \$12,690. This will be a collaborative field trip for the Family Link program, the Gifted program, and the Fine Arts program. Tickets will be sold to PA Cyber students, and their families, as presented. (attachment)

#### **Item III**

Recommend the Board of Trustees approve the purchase of 200 Lenovo T540p laptops in the amount of \$191,600 per the attached quote based on Costar Contract # 358337 to be used for new employees and upgrading staff laptops as necessary. (attachment)

#### **Item IV**

Recommend the Board of Trustees approve the purchase of 80 Cisco phones in the amount of \$24,892.80 per the attached quote based on Costar Contract # 003078 to be issued to new employees. (attachment)

**Item V**

Recommend the Board of Trustees approve the Technology Equipment Disposal/Recycling as presented. (attachment)

**Item VI**

Recommend the Board of Trustees approve the June 2014 new, renewal, and revised contracts to provide Special Education Services for students, in accordance with the IEPs, as presented. (attachment)

• **PERSONNEL**

**Item I**

Recommend the Board of Trustees approve the personnel leaves from May 1, 2014 through May 31, 2014 as presented in the attached leaves list. (attachment)

**Item II**

Recommend the Board of Trustees approve the New Hires, Resignations, and Status/Title Changes, and Payroll Adjustments as presented. (attachment)

**Item III**

Recommend the Board of Trustees approve the June 2014 Part Time Employees as presented. (attachment)

**Item IV**

Recommend the Board of Trustees approve the 2014-2015 job titles and job descriptions as presented. (attachment)

**Item V**

Recommend the Board of Trustees approve the July 2014 Full Time Employees and Salaries as presented. (attachment)

**Item VI**

Recommend the Board of Trustees approve the revised Supplemental Pay Schedule as presented (attachment)

**Item VII**

Recommend the Board of Trustees approve the 2014-2015 Employee Classification Codes by Position as presented (attachment)

**Item VIII**

Recommend the Board of Trustees approve the Compass Business Solutions, Inc. Terms and Conditions Agreement between Compass Business Solutions, Inc. and the Pennsylvania Cyber Charter School as presented. (attachment)

**Item IX**

Recommend the Board of Trustees approve revised Employee Handbook Policy 303: Time Off/Extended Unpaid Leave/Pro Ration of Time Off as presented. (attachment)

- **FACILITIES & GROUNDS**

- **Item I**

- Recommend the Board of Trustees approve the lease agreement between the Pennsylvania Cyber Charter School and Creekside Plaza-1700 South Atherton Street, State College, PA 16801 (State College Regional Office). See attachment for lease specifics and pictures of the State College property. (attachment)

- **Item II**

- Recommend the Board of Trustees approve the Contract for Project Administration Services Clerk of Works between Tipton & Associates, LLC and the Pennsylvania Cyber Charter School for the 735 building renovation project as presented. (attachment)

- **Item III**

- Recommend the Board of Trustees approve the proposal with Abbey Carpet and Floor for carpet and flooring installation and removal for 735 Midland Avenue building renovation project in the amount of \$120,160.00 per Costars contract number 049313 (attachment)

- **Item IV**

- Recommend the Board of Trustees approve the demolition of the Pennsylvania Cyber Charter School facility located at 900 Midland Avenue and approve the construction of a new, three story facility at the same location with a preliminary construction estimated cost of \$5,719,000.

- **ENROLLMENT REPORT**

- Total Active Students as of 6/20/2014: 10,004

- Pending applications– 578

- Completed applications- 22

- Enrollment appointments scheduled - 664

- The Admissions department is using Genius SIS to approve student files. We were able to begin approving students several weeks earlier than in the past so that these student will be assigned to an Academy in early July. Genius SIS is very efficient and user-friendly and the Admissions department has embraced the new system.

- The PA Cyber marketing team is continuing to hold information sessions at our offices around the state throughout July. Our Customer Relations Representatives will be conducting sessions in York, Harrisburg and Monroeville. PA Cyber will also have a presence at upcoming events throughout the state in July, including the Pittsburgh Zoo, Erie Seawolves and Altoona Curve baseball games, Community Night at the Franklin Institute in Philadelphia, and the Cranberry Twp. Community Days.

- **BOARD COMMENTS**

- The meeting is now open for Board comments.

- **EXECUTIVE SESSION**

- Recommend the Board go into Executive Session for legal and personnel matters.

- **ADJOURNMENT**

Recommend the Board approve the adjournment of this regular meeting. The next regular meeting is scheduled for July 21, 2014 at 6:30 p.m.