

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME D O R S E Y										FIRST NAME T H O M A S										MI M		SUFFIX																	
02 ADDRESS 172 WEST MARSHALL ROAD										City LANS DOWNE					State PA		Zip Code 19050			Area Code (610)			Phone 622-4548																
NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.																																							
03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)																																							
A <input type="checkbox"/> Candidate (including write-in)										C <input checked="" type="checkbox"/> Public Official (Current)										D <input type="checkbox"/> Public Employee (Current)										E <input type="checkbox"/> Check this block if you are filing as a solicitor									
B <input type="checkbox"/> Nominee										C <input type="checkbox"/> Public Official (Former)										D <input type="checkbox"/> Public Employee (Former)										<input type="checkbox"/> Check this block if you are amending an original filing									
04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held																																							
A P A C Y B E R B O A R D O F T R U S T E E S																																							
B																																							
05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)																																							
A P A C Y B E R C H A R T E R S C H O O L																																							
B																																							
06 OCCUPATION OR PROFESSION (This may be the same as block 4) HARBOR, PA TOUR BUS DRIVER / CSI 3645 Brodhead															07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2 0 1 0																								
08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>																																							
CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/>																																							
Name: Address: Interest Rate:																																							
10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input type="checkbox"/> (OFFICIAL USE ONLY)																																							
Name: Address:																																							
11 GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>																																							
Source of Gift Value of Gift																																							
Address of Source of Gift Circumstances (including description) of Gift																																							
12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>																																							
Source (Name and Address) Value																																							
13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>																																							
Business Entity (Name and Address) Position Held																																							
Name: Address:																																							
14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>																																							
Name and Address of Business Interest Held																																							
15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>																																							
Business (Name and Address) Interest Held Relationship Date Transferred																																							
Transferee (Name and Address)																																							

undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Thomas M. Dancy

Enter Current Date

4/21/11

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01	LAST NAME E L D E R	FIRST NAME E D W A R D	MI T	SUFFIX
02	ADDRESS 130 PATTON DRIVE ALIQUIPPA PA 15001 (724) 378-8972			
NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.				
03	STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)			
A <input type="checkbox"/> Candidate (including write-in) C <input checked="" type="checkbox"/> Public Official (Current) D <input type="checkbox"/> Public Employee (Current) E <input type="checkbox"/> Check this block if you are filing as a solicitor				
B <input type="checkbox"/> Nominee C <input type="checkbox"/> Public Official (Former) D <input type="checkbox"/> Public Employee (Former)				
04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held			
A	P A C Y B E R B O A R D O F T R U S T E E S			
B				
05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)			
A	P A C Y B E R C H A R T E R S C H O O L			
B				
06	OCCUPATION OR PROFESSION (This may be the same as block 4) See block 4		07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2 0 1 0	
08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE , check this box. <input checked="" type="checkbox"/>			
09	CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE , check this box. <input checked="" type="checkbox"/>		Interest Rate	
10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE , check this box. <input type="checkbox"/>		(OFFICIAL USE ONLY)	
11	GIFTS (See instructions on page 2) If NONE , check this box. <input checked="" type="checkbox"/>		Value of Gift	
Source of Gift		Circumstances (including description) of Gift		
12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE , check this box. <input checked="" type="checkbox"/>		Value	
Source (Name and Address)				
13	OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE , check this box. <input checked="" type="checkbox"/>		Position Held	
Business Entity (Name and Address)				
14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE , check this box. <input checked="" type="checkbox"/>		Interest Held	
Name and Address of Business				
15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE , check this box. <input checked="" type="checkbox"/>		Interest Held Relationship Date Transferred	
Business (Name and Address)				
Transferee (Name and Address)				

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Edward E Elder

Enter Current Date

2-14-11

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01	LAST NAME	FIRST NAME	MI	SUFFIX
	G A R B I N S K I	J U D Y	A	

02	ADDRESS	City	State	Zip Code	Area Code	Phone
	3925 FOURTH AVENUE	BEAVER FALLS	PA	15010	(724)	843-4747

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03	STATUS	Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)				<input type="checkbox"/> Check this block if you are amending an original filing		
	A	<input type="checkbox"/> Candidate (including write-in)	C	<input checked="" type="checkbox"/> Public Official (Current)	D	<input type="checkbox"/> Public Employee (Current)	E	<input type="checkbox"/> Check this block if you are filing as a solicitor
	B	<input type="checkbox"/> Nominee	C	<input type="checkbox"/> Public Official (Former)	D	<input type="checkbox"/> Public Employee (Former)		

04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.)	<input type="checkbox"/> seeking	<input checked="" type="checkbox"/> hold	<input type="checkbox"/> held
A	P A C Y B E R B O A R D O F T R U S T E E S	<input type="checkbox"/> seeking	<input type="checkbox"/> hold	<input type="checkbox"/> held
B				

05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A	P A C Y B E R C H A R T E R S C H O O L
B	

06	OCCUPATION OR PROFESSION (This may be the same as block 4)	07	YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:
	VICE PRESIDENT		2 0 1 0

08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.	<input checked="" type="checkbox"/>
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09	CREDITORS (See instructions on page 2). Creditor (Name and Address)	If NONE, check this box.	Interest Rate
	Name: Address:	<input checked="" type="checkbox"/>	

10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.	(OFFICIAL USE ONLY)
	Name: CCBC Address: 1 CAMPUS DRIVE, MONACA, PA 15061	

11	GIFTS (See instructions on page 2) If NONE, check this box.	<input checked="" type="checkbox"/>	Value of Gift
	Source of Gift		
	Address of Source of Gift	Circumstances (including description) of Gift	

12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.	<input checked="" type="checkbox"/>	Value
	Source (Name and Address)		

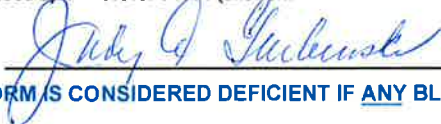
13	OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.	<input checked="" type="checkbox"/>	Position Held
	Business Entity (Name and Address)		

14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.	<input checked="" type="checkbox"/>	Interest Held
	Name and Address of Business		

15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.	<input checked="" type="checkbox"/>	Interest Held Relationship Date Transferred
	Business (Name and Address)		
	Transferee (Name and Address)		

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature



Enter Current Date

2/14/2011

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED.

MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME	FIRST NAME	MI	SUFFIX
	L I G E N F E L D E R	J A Y N E	E	

02	ADDRESS	City	State	Zip Code	Area Code	Phone
	251 BALTIMORE STREET	HANOVER	PA	17331	(717)	646-9039

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor	<input type="checkbox"/> Check this block if you are amending an original filing
B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)		

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A P A C Y B E R B O A R D O F T R U S T E E S

B ☐ seeking ☐ hold ☐ held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A P A C Y B E R C H A R T E R S C H O O L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

HOMEMAKER

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2 0 1 0

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒

Name	Address	Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

Name	Address

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift	Value of Gift

Address of Source of Gift

Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address)	Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address)	Position Held
Name	Address

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business	Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address)	Interest Held	Relationship	Date Transferred

Beneficiary (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

James Lingenfelder

Enter Current Date

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
MASTERS ROBERT J MR

02 ADDRESS City State Zip Code Area Code Phone
1126 SIXTH AVE BEAVER FALLS PA 15001 724 642-8008

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☐ Public Official (Current) D ☐ Public Employee (Current) E ☒ Check this block if you are filing as a solicitor

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former) Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☐ hold ☒ held

A SOLICITOR ☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PA CYBER CHARTER SCHOOL

B BORO MIDLAND SCHOOL DISTRICT

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2010

SOLICITOR

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒

Name Address Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☒ (OFFICIAL USE ONLY)

Name Address

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address) Position Held

Name Address

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (perjury/falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Robert J. Masters

Enter Current Date

4-27-2010

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
T R I D I C O P H I L L I P C

02 ADDRESS City State Zip Code Area Code Phone
34897 VIRGINIA AVENUE MIDLAND PA 15059 (724) 643-1626

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A P A C Y B E R B O A R D O F T R U S T E E S

☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A P A C Y B E R C H A R T E R S C H O O L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

OPERATOR OF MUNICIPAL PLANT 2 0 1 0

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒

Name Address Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

Name MIDLAND MUNICIPAL AUTHORITY Address RAILROAD LANE, MIDLAND, PA 15059

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐

Business Entity (Name and Address) Position Held

Name PA CYBER Address 1200 MIDLAND AVENUE, MIDLAND, PA 15059 BOARD MEMBER

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Phillip G. Tridico

Enter Current Date

2-14-11

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STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
DORSEY THOMAS M
02 ADDRESS 72 W. MARSHALL RD. City LANSDOWNE State PA Zip Code 19050 Area Code (610) Phone 622-41548

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A BOARD MEMBER ☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PA CYBER CHARTER SCHOOL ☐ seeking ☐ hold ☐ held

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) SEMI RETIRED

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

Name: AMERICAN EXPRESS Address: PO BOX 981540 EL PASO TX 7998

MINI FINANCIAL SERVICES PO BOX 78103, PHOENIX, AZ 85062

09 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

1. CITY OF PHILA. BOARD OF DESIGN & RETIREMENT PHILA PA

2 PCA ENSTAK HOLDING LP 300 DOMINO LN PHILA, PA 19125

Name: 3. GENTILE & ASSOCIATE Address: 3015 BRODHEAD RD, MONACA PA

4 ACADEMY EXPRESS LLC 111 PATTERSON AVE, HOBOKEN, NJ 07030

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift

Value of Gift

Address of Source of Gift: Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *John M. Dargatzis*

Enter Current Date 4/24/12

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STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
E L D E R E D W A R D T

02 ADDRESS City State Zip Code Area Code Phone
130 PATTON Aliquippa PA 15001 (724) 378-8972

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A BOARD MEMBER

☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PA CYBER CHARTER SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

RETIRED 2011

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒ Interest Rate

Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☒ (OFFICIAL USE ONLY)

Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒ Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒ Position Held

Business Entity (Name and Address)

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒ Interest Held

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Edward Elder

Enter Current Date

2-20-12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
G A R B I N S K I J U D Y A
02 ADDRESS City State Zip Code Area Code Phone
3925 4th Avenue Beaver Falls PA 15010 (724) 843-4747

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)
A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are amending an original filing
B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking ☒ hold ☐ held
A BOARD MEMBER
B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A PA CYBER CHARTER SCHOOL
B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2011
Board Member

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒ Interest Rate
Name: Address:
10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☒ (OFFICIAL USE ONLY)
Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒
Source of Gift Value of Gift
Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒ Value
Source (Name and Address)

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒ Position Held
Business Entity (Name and Address) Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒ Interest Held
Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒
Business (Name and Address) Interest Held Relationship Date Transferred
Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Judy A Garbowski Enter Current Date 2/20/12
THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
L I N G E N F E L D E R J A Y N E E

02 ADDRESS City State Zip Code Area Code Phone
251 BALTIMORE STREET HANOVER PA 17331 717 646-9039

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A P A C Y B E R B O A R D O F T R U S T E E S

☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A P A C Y B E R C H A R T E R S C H O O L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

HOMEMAKER 2 0 1 1

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒

Name: Address: Interest Rate:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☒ (OFFICIAL USE ONLY)

Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business Interest Held

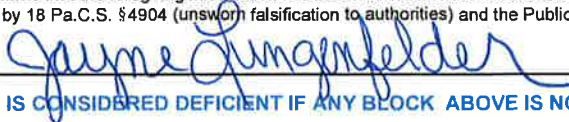
15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

he undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature



Enter Current Date

3/30/2012

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME MASTERS	FIRST NAME ROBERT	MI J	SUFFIX M.R.
02	ADDRESS 1000 THIRD STREET BEAVER PA 15009 729-7498			
03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)				
A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E <input checked="" type="checkbox"/> Check this block if you are filing as a solicitor				
B Nominee C Public Official (Former) D Public Employee (Former)				
04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.)				
A SOLICITOR				
05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)				
A PACHER CHARTER SCHOOL				
06 OCCUPATION OR PROFESSION (This may be the same as block 4)				
A SOLICITOR				
07 YEAR The information in blocks 8 through 15 below represents financial interests for the <u>PRIOR</u> calendar year indicated:				
08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>				
09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/>				
10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input checked="" type="checkbox"/>				
11 GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>				
12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>				
13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>				
14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>				
15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>				

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Robert Masters

Enter Current Date

2-27-2012

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME	FIRST NAME	MI	SUFFIX
	T R I D I C O	P H I L L I P	C	

02	ADDRESS	City	State	Zip Code	Area Code	Phone
	897 VIRGINIA AVENUE	MIDLAND	PA	15059	724	643-1620

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor
B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)	<input type="checkbox"/> Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A B O A R D M E M B E R

☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., depl, agency, authority, borough, board, commission, county, school district, twp, etc.)

A P A C Y B E R C H A R T E R S C H O O L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

MUNICIPAL EMPLOYEE

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2 0 1 1

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒

Name:	Address:	Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment, (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

Name:	Address:
MIDLAND MUNICIPAL AUTHORITY	946 RAILROAD AVENUE, MIDLAND, PA 15059

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift	Value of Gift
Address of Source of Gift	Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address)	Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address)	Position Held

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business	Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address)	Interest Held
Transferee (Name and Address)	Relationship
	Date Transferred

I, the undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature Phillip C. Indico Enter Current Date 2-20-12

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
DORSEY THOMAS M

02 ADDRESS (work or home) City State Zip Code Area Code Phone
72 W. MARSHALL RD LANSOWNE PA 19050 (610) 622-4548

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor	<input type="checkbox"/> Check this block if you are amending an original filing
B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)		

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A BOARD MEMBER VAA CYBER SCHOOL

☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PA Cyber

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

SEMI RETIRED 2012

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☐

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

AMERICAN EXPRESS, PO BOX 1270 NEWARK, NJ 07101-1270

MINI FINANCIAL SERVICES PO BOX 940 -1065 LOUISVILLE, KY 40290-1065

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

CITY OF PHILA PENN, 600 2 PENN PLAZA, PHILA PA 19102-1721

CELESTIAN SECURITY, 3605 BROOKHEAD RD, MONICA, PA 15061

ACADEMY EXPRESS LLC, 111 PATENSON AVE, HOBOKEN, NJ, 07030

EM-STAL AMBULANCE, 225 GEIGEL RD, PHILA, PA 19118

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☐

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☐

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature

Enter Current Date

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME <u>E L D E R</u>	FIRST NAME <u>E D W A R D</u>	MI <u>T</u>	SUFFIX										
02	ADDRESS (work or home) <u>130 PATTON DR</u> City <u>ALQUIPPA</u> State <u>PA</u> Zip Code <u>15001</u> Area Code <u>(724)</u> Phone <u>318-8972</u>													
NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.														
03	STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)													
<table border="0" style="width:100%"><tr><td>A <input type="checkbox"/> Candidate (including write-in)</td><td>C <input checked="" type="checkbox"/> Public Official (Current)</td><td>D <input type="checkbox"/> Public Employee (Current)</td><td>E <input type="checkbox"/> Check this block if you are filing as a solicitor</td><td><input type="checkbox"/> Check this block if you are amending an original filing</td></tr><tr><td>B <input type="checkbox"/> Nominee</td><td>C <input type="checkbox"/> Public Official (Former)</td><td>D <input type="checkbox"/> Public Employee (Former)</td><td></td><td></td></tr></table>					A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor	<input type="checkbox"/> Check this block if you are amending an original filing	B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)		
A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor	<input type="checkbox"/> Check this block if you are amending an original filing										
B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)												
04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held													
A	<u>B O A R D M E M B E R</u>													
B														
05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)													
A	<u>P A C Y B E R C H A R T E R S C H O O L</u>													
B														
06	OCCUPATION OR PROFESSION (This may be the same as block 4) <u>RETIRED</u>		07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: <u>2012</u>											
08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>													
09	CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Rate											
Name:		Address:												
10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input checked="" type="checkbox"/>		(OFFICIAL USE ONLY)											
Name:		Address:												
11	GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Value of Gift											
Source of Gift		Circumstances (including description) of Gift												
Address of Source of Gift														
12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Value											
Source (Name and Address)														
13	OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Position Held											
Business Entity (Name and Address)														
Name:		Address:												
14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Held											
Name and Address of Business														
15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Held Relationship Date Transferred											
Business (Name and Address)														
Transferee (Name and Address)														

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature

Edward Elder

Enter Current Date

1-21-13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
CARBINSKI JADY A

02 ADDRESS (work or home) City State Zip Code Area Code Phone
3925 4th Avenue Berwyn Falls PA 15010 (224) 843-4747

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are amending an original filing
B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held
A BOARD MEMBER
B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A PA CYBERCARTER SCHOOL
B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2012 -
Board Member

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒ Interest Rate
Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☒ (OFFICIAL USE ONLY)
Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒
Source of Gift Value of Gift
Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒ Value
Source (Name and Address)

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒
Business Entity (Name and Address) Position Held
Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒
Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒
Business (Name and Address) Interest Held Relationship Date Transferred
Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Jadele Guckinski Enter Current Date 1-21-2013

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
L i n g e n f e l d e r J a y n e E

02 ADDRESS (work or home) City State Zip Code Area Code Phone
251 Baltimore St Hanover Pa 17331 717 6341680

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee G ☐ Public Official (Former) H ☐ Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Trustee

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A Pacyber Charter School

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

Homemaker 2012

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☐

09 CREDITORS (See instructions on page 2) Creditor (Name and Address) If NONE, check this box. Interest Rate

Name Toyota Financial Address P.O. Box 5855 Carol Stream, IL 60197 12.69%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name Address

11 GIFTS (See instructions on page 2) If NONE, check this box. Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held

Business Entity (Name and Address) Name Address

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. Interest Held Relationship Date Transferred

Business (Name and Address) Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa C.S. § 1109(b).

Signature Enter Current Date 3/01/2013

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
MASTERS ROBERT J MR

02 ADDRESS (work or home) City State Zip Code Area Code Phone
1000 THIRD STREET BEAVER PA 15009 724 709-7498

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☐ Public Official (Current) D ☐ Public Employee (Current) E ☒ Check this block if you are filing as a solicitor ☐ Check this block if you are amending an original filing

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A SOLICITOR ☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PA CYBER CHARTER SCHOOL

B MIDLAND BOROUGH SCHOOL DISTRICT

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

ATTORNEY

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

2012

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒ Interest Rate

Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☒ (OFFICIAL USE ONLY)

Name: Address:

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift

Value of Gift

Address of Source of Gift

Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address)

Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business

Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address)

Interest Held

Transferee (Name and Address)

Relationship

Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Robert Masters

Enter Current Date

1-22-2013

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
TRIDICO PHILLIP C

02 ADDRESS (work or home) City State Zip Code Area Code Phone
877 VIRGINIA AVE. MIDLAND PA 15054 (24) 643-1626

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A P A C Y B E R B O A R D M E M B E R

☐ seeking ☐ hold ☐ held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A P A C Y B E R C H A R T E R S C H O O L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

MUNICIPAL OPERATOR

07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:

2012

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☐

N/A

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

Name:

N/A

Address:

Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

Name:

Midland Municipal Authority

Address:

(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box. ☐

Source of Gift

N/A

Value of Gift

Address of Source of Gift

Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☐

Source (Name and Address)

N/A

Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐

Business Entity (Name and Address)

Name:

N/A

Address:

Position Held

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☐

Name and Address of Business

N/A

Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☐

Business (Name and Address)

Transferee (Name and Address)

Interest Held
Relationship
Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Phillip C. Tridico

Enter Current Date

1/21/13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME	FIRST NAME	MI	SUFFIX
	LEONE	ROXANNE		

02	ADDRESS (work or home)	City	State	Zip Code	Area Code	Phone
	652 Midland Avenue	Midland	PA	15059	(800)	722-9237

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03	STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)						<input type="checkbox"/> Check this block if you are amending an original filing
	A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input checked="" type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor			
	B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)				

04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held					
A	HR LIAISON / OPEN RECORDS OFF.					
	<input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held					
B	BOARD SECRETARY					

05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)					
A	PA CYBER CHARTER SCHOOL					
B	PA CYBER CHARTER SCHOOL					

06	OCCUPATION OR PROFESSION (This may be the same as block 4)	07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated:
	HR Liaison	2012

08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>
----	---

09	CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input type="checkbox"/>	Interest Rate
Name: Address:		
10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input type="checkbox"/>	(OFFICIAL USE ONLY)
Name: The Pennsylvania Cyber Charter School Address: 652 Midland Avenue Midland, PA 15059		

11	GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	
Source of Gift	Value of Gift	
Address of Source of Gift	Circumstances (including description) of Gift	

12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Value
Source (Name and Address)			

13	OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Position Held
Business Entity (Name and Address)			
Name: Address:			

14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Held
Name and Address of Business			

15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Held
Business (Name and Address)			Relationship
Transferee (Name and Address)			Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature

Enter Current Date

1/24/13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
SCHULTZ MATTHEW M

02 ADDRESS (work or home) City State Zip Code Area Code Phone
652 MIDLAND AVENUE MIDLAND PA 15659 (724) 643-7180

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☐ Public Official (Current) D ☒ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor ☐ Check this block if you are amending an original filing

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A SENIOR ADMINISTRATOR ☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PENNSYLVANIA CYBER CHARTER ☐ seeking ☐ hold ☐ held

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR The information in blocks 8 through 15 below represents financial interests for the PRIOR calendar year indicated: 2012

SENIOR ADMINISTRATOR

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

9 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

Name: HUNTINGTON BANK, Citi Address: P.O. Box 183071 Columbus, OH 43218 Interest Rate: 4.54%, 12.99%

FORD CREDIT, AT&T Universal Address: P.O. Box 543000 Omaha, NE 68154 P.O. Box 183071 Columbus, OH 43218 0%, 12.99%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this box. ☐

Name: PENNSYLVANIA CYBER CHARTER SCHOOL Address: 652 MIDLAND AVE, MIDLAND, PA

MIDLAND GORO SCHOOL DISTRICT 173 1/2 STREET, MIDLAND, PA 15659

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐

Business Entity (Name and Address) Position Held

Name: PENNSYLVANIA CYBER CHARTER SCHOOL Address: 652 MIDLAND AVE, MIDLAND, PA TREASURER

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

I, the undersigned, hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Matthew Schultz

Enter Current Date

1-25-13

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

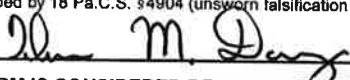
STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME D O R S E Y										FIRST NAME T H O M A S										MI M		SUFFIX							
02 ADDRESS (work or home) 72 W. MARSHALL RD.										City LANGSDOWNE										State PA		Zip Code 19050		Area Code (610)		Phone 622-4548			
NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.																													
03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)																													
A <input type="checkbox"/> Candidate (including write-in)					C <input checked="" type="checkbox"/> Public Official (Current)					D <input type="checkbox"/> Public Employee (Current)					E <input type="checkbox"/> Check this block if you are filing as a solicitor					<input type="checkbox"/> Check this block if you are amending an original filing									
B <input type="checkbox"/> Nominee					C <input type="checkbox"/> Public Official (Former)					D <input type="checkbox"/> Public Employee (Former)																			
04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held																													
A B O A R D M E M B E R P A C Y B E R S C H O O L																													
<input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held																													
B																													
05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)																													
A P A C Y B E R S C H O O L																													
B																													
06 OCCUPATION OR PROFESSION (This may be the same as block 4) SECURITY OFFICER										07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS. 2013																			
08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input type="checkbox"/>																													
09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input type="checkbox"/>																													
Name: AMERICAN EXPRESS, PO BOX 1270										Address: NEWARK, NJ 07101-1270										Interest Rate									
Name: MINI FINANCIAL SERVICES										Address: PO BOX 944-1065 LOUISVILLE, KY 40294-1065																			
10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, CITY OF PHILA, PENSION, 6 FLR, 2 PENN PLAZA, PHILA, PA 19102-7121 check this block. <input type="checkbox"/>																													
Name: ACADEMY EXPRESS LLC, 111 PATTERSON AVE, HOBOKEN, NJ 07030										Address: 1906d										(OFFICIAL USE ONLY)									
11 GIFTS (See instructions on page 2) If NONE, check this box. <input type="checkbox"/>																													
Source of Gift										Value of Gift																			
Address of Source of Gift										Circumstances (including description) of Gift																			
12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input type="checkbox"/>																													
Source (Name and Address)										Value																			
13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input type="checkbox"/>																													
Business Entity (Name and Address)										Position Held																			
Name:										Address:																			
14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input type="checkbox"/>																													
Name and Address of Business										Interest Held																			
15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input type="checkbox"/>																													
Business (Name and Address)										Interest Held										Relationship									
Transferee (Name and Address)										Date Transferred																			

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature



Enter Current Date 6/18/14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME	FIRST NAME	MI	SUFFIX
	E L D E R	E D W A R D	T	

02	ADDRESS (work or home)	City	State	Zip Code	Area Code	Phone
	130 PATTON DRIVE	ALLEGHENY	PA	15001	724	378-8972

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03	STATUS	Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)				<input type="checkbox"/> Check this block if you are amending an original filing		
	A	<input type="checkbox"/> Candidate (including write-in)	C	<input checked="" type="checkbox"/> Public Official (Current)	D	<input type="checkbox"/> Public Employee (Current)	E	<input type="checkbox"/> Check this block if you are filing as a solicitor
	B	<input type="checkbox"/> Nominee	C	<input type="checkbox"/> Public Official (Former)	D	<input type="checkbox"/> Public Employee (Former)		

04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.)	<input type="checkbox"/> seeking	<input checked="" type="checkbox"/> hold	<input type="checkbox"/> held
A	B O A R D M E M B E R			
		<input type="checkbox"/> seeking	<input type="checkbox"/> hold	<input type="checkbox"/> held
B				

05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A	P A C Y B E R C H A R T E R S C H O O L
B	

06	OCCUPATION OR PROFESSION (This may be the same as block 4)	07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.
	RETIRED	2013

08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>
----	---

09	CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Rate
Name: _____ Address: _____		
10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input checked="" type="checkbox"/>	(OFFICIAL USE ONLY)
Name: _____ Address: _____		

11	GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Value of Gift
Source of Gift		
Address of Source of Gift		Circumstances (including description) of Gift

12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Value
Source (Name and Address)		

13	OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Position Held
Business Entity (Name and Address)		
Name: _____ Address: _____		

14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Held
Name and Address of Business		

15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Held
Business (Name and Address)		Relationship
Transferee (Name and Address)		Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Edward T Elder

Enter Current Date

3-17-14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01	LAST NAME	G A R B I N S K I	FIRST NAME	J U D Y	MI	A	SUFFIX	
02	ADDRESS (work or home)	3925 4th Ave	City	Beaver Falls, Pa	State	Zip Code	Area Code	Phone
						15010	(724)	843-4747

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03	STATUS	Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)				<input type="checkbox"/> Check this block if you are amending an original filing		
	A	<input type="checkbox"/> Candidate (including write-in)	C	<input checked="" type="checkbox"/> Public Official (Current)	D	<input type="checkbox"/> Public Employee (Current)	E	<input type="checkbox"/> Check this block if you are filing as a solicitor
	B	<input type="checkbox"/> Nominee	C	<input type="checkbox"/> Public Official (Former)	D	<input type="checkbox"/> Public Employee (Former)		

04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.)	<input type="checkbox"/> seeking	<input checked="" type="checkbox"/> hold	<input type="checkbox"/> held
A	B O A R D M E M B E R			
	<input type="checkbox"/> seeking	<input type="checkbox"/> hold	<input type="checkbox"/> held	
B				

05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A	P A C Y B E R S C H O O L
B	

06	OCCUPATION OR PROFESSION (This may be the same as block 4)	07	YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.
	board member		2013

08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>
----	---

09	CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Rate
Name: Address:		
10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input checked="" type="checkbox"/>	(OFFICIAL USE ONLY)
Name: Address:		

11	GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Value of Gift
Source of Gift		
Address of Source of Gift	Circumstances (including description) of Gift	

12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Value
Source (Name and Address)		

13	OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Position Held
Business Entity (Name and Address)		
Name: Address:		

14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Held
Name and Address of Business		

15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Held Relationship Date Transferred
Business (Name and Address)		
Transferee (Name and Address)		

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Judy A Garbinski

Enter Current Date

3/17/2014

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME Lingenfelder FIRST NAME Jayne MI E SUFFIX

02 ADDRESS (work or home) 251 Baltimore St City Hanover State Pa Zip Code 17331 Area Code 717 Phone 634 1680

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked (See instructions on page 2)

A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor
B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)	

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A Trustee

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept., agency, authority, borough, board, commission, county, school district, township, etc.)

A Pacyber Charter School

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) Inside Account Rep

07 YEAR Indicate calendar year for which form is being filed SEE INSTRUCTIONS. 2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2) Creditor (Name and Address) If NONE, check this box.

Name <u>Toyota Financial Services</u>	Address <u>P.O. Box 5855</u>	Interest Rate <u>12.69%</u>
	<u>Carolstream, IL 60197</u>	

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name <u>High Peak Tent Rentals</u>	Address <u>119 Petersburg Rd Suite A</u>
	<u>Carlisle, Pa 17013</u>

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift	Value of Gift
Address of Source of Gift	Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address)	Value
---------------------------	-------

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address)	Position Held
Name	Address

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business	Interest Held
------------------------------	---------------

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address)	Interest Held
Transferee (Name and Address)	Relationship
	Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa C.S. § 1109(b).

Signature

Jayne Lingenfelder

Enter Current Date

3/23/2014

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

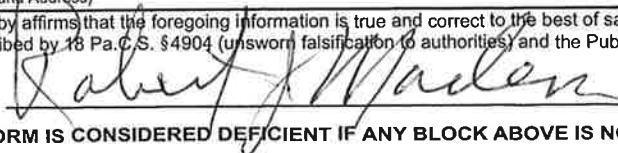
STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME MASTERS	FIRST NAME ROBERT J	MI J	SUFFIX
02	ADDRESS (work or home) 1000 3rd Street City: Beaver State: PA Zip Code: 15009 Area Code: 724 Phone: 769-7498			
NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.				
03	STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)			
<div style="display: flex; justify-content: space-between;"><div>A <input type="checkbox"/> Candidate (including write-in) C <input type="checkbox"/> Public Official (Current) D <input type="checkbox"/> Public Employee (Current)</div><div>E <input checked="" type="checkbox"/> Check this block if you are filing as a solicitor</div><div><input type="checkbox"/> Check this block if you are amending an original filing</div></div> <div style="display: flex; justify-content: space-between;"><div>B <input type="checkbox"/> Nominee C <input type="checkbox"/> Public Official (Former) D <input type="checkbox"/> Public Employee (Former)</div></div>				
04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held			
A	SOLICITOR			
B				
05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)			
A	PA CYBER CHARTER SCHOOL			
B				
06	OCCUPATION OR PROFESSION (This may be the same as block 4) LAWYER		07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS. 2013	
08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>			
09	CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Rate	
Name:		Address:		
10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input type="checkbox"/>		(OFFICIAL USE ONLY)	
Name: LAW PRACTICE		Address:		
11	GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Value of Gift	
Source of Gift				
Address of Source of Gift		Circumstances (including description) of Gift		
12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Value	
Source (Name and Address)				
13	OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Position Held	
Business Entity (Name and Address)				
Name:		Address:		
14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Held	
Name and Address of Business				
15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		Interest Held Relationship Date Transferred	
Business (Name and Address)				
Transferee (Name and Address)				

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature



Enter Current Date

1-21-14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME	FIRST NAME	MI	SUFFIX
	T r i d i c o	P h i l l i p	C	

02	ADDRESS (work or home)	City	State	Zip Code	Area Code	Phone
					()	

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See Instructions on page 2)

A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor
B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)	<input type="checkbox"/> Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A B o a r d M e m b e r

☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A p a c y b e r s c h o o l

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) operator

07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.
2014 2 0 1 3

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Rate
Name: Address:	

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input checked="" type="checkbox"/>	(OFFICIAL USE ONLY)
Name: Midland Municipal Authority Address:	

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift	Value of Gift
Address of Source of Gift	Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address)	Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address)	Position Held
Name: Address:	

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business	Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address)	Interest Held
Transferee (Name and Address)	Relationship
	Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature Phillip C. Indico Enter Current Date 3-12-14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01	LAST NAME	FIRST NAME	MI	SUFFIX
	L e o n e - B o v a l i n o	R o x a n n e		

02	ADDRESS (work or home)	City	State	Zip Code	Area Code	Phone
					()	

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03	STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)				<input type="checkbox"/> Check this block if you are amending an original filing
	A <input type="checkbox"/> Candidate (including write-in)	C <input type="checkbox"/> Public Official (Current)	D <input checked="" type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this block if you are filing as a solicitor	
	B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)		

04	PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held			
A	E m p l o y e e R e l a t i o n s H R L i a i s o n			
	<input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held			
B	B o a r d S e c r e t a r y			

05	GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)			
A	P A C y b e r C h a r t e r S c h o o l			
B	P A C y b e r C h a r t e r S c h o o l			

06	OCCUPATION OR PROFESSION (This may be the same as block 4)	07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.
	Employee Relations HR Liaison	2 0 1 3

08	REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>
----	---

09	CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input type="checkbox"/>	Interest Rate
	Name: Sallie Mae Department of Education Address: Salliemae.com www.ed.gov	varied

10	DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input type="checkbox"/>	(OFFICIAL USE ONLY)
	Name: PA Cyber Charter School Address: 652 Midland Ave Midland, PA 15059	

11	GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Value of Gift
	Source of Gift	
	Address of Source of Gift	Circumstances (including description) of Gift

12	TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Value
	Source (Name and Address)	

13	OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Position Held
	Business Entity (Name and Address)	
	Name: Address:	

14	FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Held
	Name and Address of Business	

15	BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>	Interest Held Relationship Date Transferred
	Business (Name and Address)	
	Transferee (Name and Address)	

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature

Enter Current Date

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
SCHULTE MATTHEW M

02 ADDRESS (work or home) City State Zip Code Area Code Phone
()

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☐ Public Official (Current) D ☒ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor ☐ Check this block if you are amending an original filing

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A CHIEF FINANCIAL OFFICER ☐ seeking ☒ hold ☐ held

B TREASURER

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PENNSYLVANIA KEYBER CHARTER SCH

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

CFO 2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

Name Huntington National Bank Address 2361 Morse Road, Columbus, OH 43229
City, Capital West A. - Capital Federal Credit Union 485 Buffalo St., Erie, PA 16504
Interest Rate Various

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐ (OFFICIAL USE ONLY)

Name PA Cyber Charter School Address 652 Midland Ave., Midland, PA 15059
Midland Area School District 173 7th St., Midland, PA 15059

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address) Position Held

Name Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Matthew Schulte Enter Current Date 4-1-14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
HAYDEN BRIAN J

02 ADDRESS (work or home) City State Zip Code Area Code Phone
99 BRIDGE ST #17 BEAVER PA 15009 (724) 774 3322

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☒ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor ☐ Check this block if you are amending an original filing

B ☐ Nominee C ☐ Public Official (Former) D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☒ seeking ☐ hold ☐ held

A BOARD OF TRUSTEES ☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A PA CYBER CHARTER SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

COLLEGE ADMINISTRATOR 2013

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

Name: Bank of America Address: PO Box 15019 Wilmington DE 19850-5019 Interest Rate: 16%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

Name: Community College of Beaver County Address: 1 Campus Drive Monaca PA 15061

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒

Business Entity (Name and Address) Position Held

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒

Name and Address of Business Interest Held

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature: [Signature] Enter Current Date: 9.24.2014

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
P I P P Y J O H N R

02 ADDRESS (work or home) City State Zip Code Area Code Phone
2018 WEEPING WILLOW DR MOON PA 15108 (724) 457-7575

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in) C ☐ Public Official (Current) D ☐ Public Employee (Current) E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee C ☒ Public Official (Former) D ☐ Public Employee (Former)

☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☐ hold ☒ held

A S E N A T O R , G E N E R A L A S S E M B L Y

☒ seeking ☐ hold ☐ held

B B O A R D M E M B E R

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A 3 7 T H S E N A T E D I S T R I C T

B P A C Y B E R C H A R T E R

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR Indicate calendar year for which form is being filed. SEE INSTRUCTIONS.

BUSINESS EXECUTIVE 2 0 1 3

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

NONE

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

Name: USAA AUTO LOAN Address: SAN ANTONIO, TX Interest Rate: 4.5%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

Name: PA COAL ALLIANCE Address: Harrisburg, PA

PA ARMY NATIONAL GUARD WASHINGTON, PA

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒

Source of Gift

Address of Source of Gift

Circumstances (including description) of Gift

Value of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒

Source (Name and Address)

Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐

Business Entity (Name and Address)

Name: ALLEGHENY FINANCIAL SOLUTIONS Address: 2018 weeping willow Dr. Position Held: PRESIDENT

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☐

Name and Address of Business

ALLEGHENY FINANCIAL SOLUTIONS Interest Held: 100%

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒

Business (Name and Address)

Transferee (Name and Address)

Interest Held Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature: [Signature] Enter Current Date: 24 SEP 14

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

THE PENNSYLVANIA CYBER CHARTER SCHOOL STUDENT HANDBOOK

Main Office

652 Midland Avenue
Midland, Pennsylvania 15059

Eastern Support Center

1553 Chester Pike
Suite 203
Ridley Professional Building
Crum Lynne, PA 19022

Harrisburg Support Center

479 Port View Drive
Building C
Harrisburg, PA 17111

Wexford Support Center

155 Lake Drive
Wexford, PA 15091

Allentown Office

974 Marcon Boulevard
Allentown, PA 18109

East Liberty Office

216 N. Highland Avenue
Pittsburgh, PA 15206

Erie Office

2212 West 15th Street
Erie, PA 16505

Greensburg Office

351 Harvey Avenue Suite C
Greensburg, PA 15601

Northside Office

250 East Ohio Street
Pittsburgh, PA 15212

State College Office

2903 Benner Pike
Bellefonte, PA 16823

(888)PA-CYBER

(888) 722-9237

www.pacyber.org

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ACADEMIC REQUIREMENTS

Academic Placement

PA Cyber will place students in the appropriate grade level supported by any of the following criteria:

- Previous academic standing
- Credits earned
- Academic performance
- Local assessment
- Specific curriculum/placement tests for elementary students

Grade Classification

Students in Kindergarten through eighth grade will be classified by chronological grade as if they were in a traditional brick and mortar school. However, if a student is taking classes at various grade levels, he/she will be classified in the grade level where the majority of classes are taken.

Students in grades 9-12 will be classified by grade level based on the number of credits earned not to exceed their chronological grade level. The following shows the amount of credits needed in order to be in the corresponding grade level:

Sophomore	5.25 credits
Junior	10.5 credits
Senior	15.75 credits

Graduation Requirements

In order to be a full-time student, high school students in grades 9-12 must carry a minimum of five classes plus physical education each semester. PA Cyber encourages parents to monitor their student's progress toward meeting graduation requirements. Parents must support PA Cyber to ensure that all graduation requirements are met by the student's senior year. Students are entitled to four years of high school beginning with their 9th grade start year. Typically, students begin to accumulate credits as a freshman. In order to graduate from PA Cyber, students must complete at least 22 credits including the following subject areas and credit requirements:

Language Arts	4 credits (English 9 & English 10 are recommended)
Mathematics	4 credits (Algebra 1 is required)
Social Studies	4 credits
Science	3 credits (Biology is required)
Fine Arts	2 credits
Physical Education	1 credit
Health	0.5 credits
Electives	3.5 credits

*Graduation Project is required

* Proficiency in State Assessment Requirements

Students must complete all required coursework no less than two weeks prior to graduation if they plan to participate in commencement ceremonies. They must also satisfy all other school requirements and comply with all school policies. They must return all school property no less than 48 hours before commencement.

Seniors who fail to meet all of the above requirements cannot participate in the commencement ceremony. They can arrange to receive their diploma by mail or pick it up in the school office when they have complied with all requirements.

Grading Scale

PA Cyber adheres to the following grading scale:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Below 60%	F

Mid-Year Transfer Students

PA Cyber may accept students throughout the academic year. Acceptance to the program, academic placement, and awarding of high school credits are determined by our transfer procedures and on a case-by-case basis. Students who enroll mid-year may, at the discretion of the school, be given the curriculum with completion periods different from the academic calendar. In such cases, the student's Academic Advisor will determine workloads and target completion schedules.

Drops/Transfers

Once a PA Cyber student enrolls in his/her chosen course(s), the student is expected to successfully complete each course before progressing to the next level. If the parent or student wishes to drop a course or transfer from one course to another, the parent must request the change by contacting the Academic Advisor within 30 days of course enrollment. The Academic Advisor must approve the drop/transfer. The parent/student must immediately return all materials and textbooks. When a course is dropped within the acceptable 30 day period, no listing will appear on the student's record. When a course is dropped after the 30 day period, a grade of F "withdrawal fail" will appear on the student's record.

Students enrolled in virtual classes earn credit only when they successfully complete the entire course. Virtual classes begin in September, are 36 weeks in length, and are worth 1 full credit. There are some virtual courses that are 18 weeks in length and worth ½ credit. For a complete list, please refer to your course catalog.

A PA Cyber parent/student may add a course to the student's schedule by contacting and getting the approval of the Academic Advisor.

Student Progress

At PA Cyber, students, parents, and staff must work together to ensure academic progress. Students are expected to complete all assignments promptly according to curriculum instructions and in a manner consistent with all school policies. Parents must monitor and assist students daily.






Members of the instructional staff are available by phone or email as needed for assistance. Parents and students may also arrange a personal visit at any of our locations to discuss academic progress. PA Cyber instructional staff or administration also reserves the right to schedule a parent meeting to discuss student academic progress. PA Cyber staff may recommend regular on-site attendance at one of our PA Cyber locations.

The instructional staff will intervene if a student does not:

- Fulfill assignments on a regular and consistent basis
- Pass any midterm, final, or achievement test
- Meet course expectations
- Maintain adequate pacing in courses
- Communicate as required on a regular basis with instructional staff

Asynchronous Course Pacing

PA Cyber has a course pacing policy that will aid students to reach their educational goals. In addition to providing accountability, pacing will ensure that students are attaining various state and national educational standards. PA Cyber establishes course expiration dates for all self-paced courses. These expiration dates will be displayed on the My School Portal (<http://myschool.pacyber.org>) and in the Student Grade Summary Report also available on the My School Portal. Additionally, students and parents will be notified through daily e-mail alerts when they have 15 days remaining prior to the course expiration date. At the time of the course expiration date, an extension may be granted for extenuating circumstances with administrative approval or based on a student's IEP. Otherwise, the remaining assignment(s) will be zeroed out and a final course grade will be issued. If the student's final course percentage is below 60% the student will receive an F on the student record. Pacing requirements for the various curriculum offerings are below:

-  **Lincoln Interactive** Students will be given 5 months (150 days including weekends) to complete a .5 credit Lincoln Interactive course.
-  **Lincoln Interactive** Students will be given 2 ½ months (75 days including weekends) to complete a .25 credit Lincoln Interactive course.
-  **Credit Recovery** Students will be given 1 ½ months (45 days including weekends) to complete a course.
-  **Little Lincoln** Students will be given 10 months (300 days including weekends) to complete the year course.
-  **Calvert** Students will be given 10 months (300 days including weekends) to complete the year course.

All GIEP, IEP, and 504 Plans will be honored.

Student Assessment

Pennsylvania System of School Assessment (PSSA)/Keystone Assessment

All public school students are required by the Pennsylvania Department of Education to participate in the PSSA and/or Keystone Assessments. It is the parent's responsibility to provide transportation for their student to and from the designated testing site on the appropriate days.

Universal Screening

Students will participate in reading and mathematics computer adaptive assessments that adjust to each student's instructional level. All students in grades K-11 will test two to three times annually, depending on grade level, to enable instructional staff to identify student's area(s) of need. An individualized intervention plan is developed and will be implemented by the Academic Advisor, teachers, tutors, teacher facilitators, mentors, and parents.

Response to Instruction and Intervention

RtII is a three-tiered intervention strategy to enable early identification and intervention for student at academic or behavioral risk. RtII allows PA Cyber educators to identify and address academic and behavioral difficulties to avoid student failure. PA Cyber educators assist in preventing failure by monitoring student response to a series of increasingly intense interventions. This careful observation also provides data that may guide eligibility decisions for learning disabilities.

Tier 1 is designed to provide early assistance to students beginning with the selection of their courses to baseline assessments that are performed in the fall and spring to Open Tutoring that students can attend Monday through Friday. There are a variety of different resources that you and your Academic Advisor can investigate together.

Tier 2 will be introduced to students when baseline testing results are not proficient and the student needs additional interventions in conjunction with their curriculum.

Tier 3 will be provided as needed and may include referring students for Title 1 services, including math and reading coaching.

Curriculum Selection

After the enrollment process is complete and an Academic Advisor is assigned to the student, the student, the parent, and the Academic Advisor review transcripts. Upon review of transcripts, this team will then discuss curriculum options and confirm final course selection. The Academic Advisor then completes the ordering process. Subsequent course selection occurs through discussion between the parent/student and Academic Advisor.

Curriculum Providers

Curriculum provider information is available on our school website under *Curriculum Overview/About Our Classes*. A course catalog is given to each family at the initial interview and is also available online.

Physical Education

Pennsylvania Public School Law requires all students to complete an annual course in physical education. Physical education credits are also required for high school graduation. In compliance with the law, the school requires elementary students through sixth grade to complete 36 hours of organized supervised physical activity each school year. Students in grades seven through twelve are required to complete 72 hours of activity. These requirements can be met through a variety of physical, athletic, and recreational activities. Students are required to include physical education hours in their course log. Please contact your Academic Advisor with questions about specific activities. All physical education hours must be submitted by April 30th.

If a student is unable to participate in physical education, the student must submit a doctor's excuse stating a specific reason for the excuse and specifying a period of time for which the excuse is in effect.

Fine Arts

Students enrolled in kindergarten through eighth grade must participate in both art and music each school year. Kindergarten students enrolled in the Little Lincoln or Calvert curriculum will not be enrolled in an additional fine arts course, as their curriculum fulfills both the art and music requirement.

Students in grades 1-7 will complete the Arts Alive! Junior course. There are various levels to the course: Primary for grades 1-3, Intermediate for grades 4-5, and Middle for grades 6-7. The course has two parts, Part A and Part B. Each part has three units consisting of six video podcasts, lessons, and activities to ensure complete understanding of the concept presented. Both parts must be successfully completed in order to pass Fine Arts for the school year.

Students in grade 8 must take either Art and Music Exploration or Virtual Fine Arts 8.

Books and Related Materials

All books and course materials are the property of PA Cyber. The school will ship the necessary materials that are needed for their courses. Students/parents are responsible for the replacement costs of any lost or damaged books or materials. If the student withdraws or transfers from a course, the parent must contact PA Cyber for specific instructions on returning course material.

ATTENDANCE

All persons residing in the Commonwealth between the ages of six and twenty-one years are entitled to a free and appropriate education in the Commonwealth's public schools. This right extends to migrant, homeless, pregnant, married, and emancipated students.

Parents and guardians of children between the ages of eight to seventeen are required by the compulsory attendance law to ensure that their children attend an approved educational institution unless legally excused. Pennsylvania defines truancy as when a student of compulsory school age does not attend school for three or more days without a valid excuse for the absences. Every parent, guardian, or person in a parental relationship who is responsible for a student between the ages of eight to seventeen is responsible for making sure that the student attends school on a regular basis. PA Cyber will notify the school district of residence of any student who is truant.

Once enrolled with PA Cyber, students and their parents will be held accountable for completing work at home in a manner consistent with the PA Cyber Academic Calendar and the specific requirements of their chosen academic curriculum. PA Cyber monitors attendance through electronic monitoring of students accessing content and curriculum through My School Portal. They also monitor 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.

State law requires all students to attend 180 days of classes, including 900 hours of instruction for primary students through grade six, and 990 hours of instruction for students in grades seven through twelve. Student attendance and progress are key factors in meeting academic expectations of the school.

The laws of the Commonwealth of Pennsylvania provide for a \$300 per day fine and allow the court to impose education classes and community service sentences upon parents of a truant student who do not show they took reasonable steps to ensure the student's school attendance. It provides that the parent and student must appear at a hearing before the district magistrate. This law also provides that truant students can lose their driver's license for 90 days for a first offense and six months for a second offense.

Excused/Unexcused Absence

A parent must notify the 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 days from the time of the unexcused absence to respond. A maximum of ten 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, who are at anytime 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 ten consecutive unexcused absences, PA Cyber will inform the student and his or her parents, in writing, that the student is approaching the ten 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 ten (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 of same.

Truancy

PA Cyber shall report to the student's school district of residence when a student of compulsory age has accrued 3 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 5 times, accumulates 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 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.

**It is important to note that a teacher cannot excuse absences for any reason. They can only record a student's attendance.

Students will be allotted one 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.

PARENTAL INVOLVEMENT

Parent Guidelines

Parents of PA Cyber students have a unique opportunity and responsibility to participate in the education of their children. Parents are expected to:

- ✚ Directly supervise the student's education at home
- ✚ Provide a physical environment conducive to their student's educational needs
- ✚ Assist the student in complying with all PA Cyber rules, policies, and procedures
- ✚ Assist the student in the submission of all forms, applications, and documentation to the school in a timely manner
- ✚ Instruct the student on the correct procedure for logging in to record daily attendance.
- ✚ Maintain regular contact with the school by telephone and/or email
- ✚ Monitor the student's computer use to assure that PA Cyber computer equipment and software are used for educational purposes and in accordance with PA Cyber's Acceptable Use Policy
- ✚ Work with the student to ensure successful completion of the curriculum within the allowable timeframe that consists of 1 hour a day in each subject area.
- ✚ Assure that all work submitted by the student was completed solely by that student
- ✚ Notify the school immediately of any change in a student's contact information or academic status
- ✚ Provide the student with transportation as needed to participate in standardized testing
- ✚ Return all instructional materials and equipment to the school as requested by the Academic Advisor
- ✚ Check student's grades frequently
- ✚ Check parent email for important announcements daily
- ✚ Contact PA Cyber at the first sign of tech issues
- ✚ Understand parent may be liable for damage to PA Cyber equipment and materials
- ✚ Complete E-rate survey yearly
- ✚ Attend/Participate in student/parent orientation

Parent Conference

At PA Cyber, parental involvement in education is essential to every student's success. Any parent or PA Cyber staff may request a conference to address academic issues. Parents may schedule a conference by contacting their student's Academic Advisor. Once the parties agree on the time and place of the conference and who should attend, the Academic Advisor will make the necessary arrangements.

Availability of Teachers/Staff

The school strives to provide excellent customer service to students and parents. Students/Parent can expect a response from PA Cyber instructional staff within a 48 hour period.

Regular Contact

In addition to maintaining a regular schedule of completing schoolwork, it is important for students to maintain regularly scheduled communication between the school staff, the student, and the parent. The instructional staff will make regularly scheduled contact to students and parents via telephone and/or email. Both parents and students must make every effort to maintain consistent contact with PA Cyber within a 48 hour period.

Daily Computer Activity

Students are required to check their PA Cyber email daily and respond to their PA Cyber email in a timely manner, within 24 hours if possible. Students and parents must log into PA Cyber's My School Portal daily for announcements and attendance.

ADMISSION/ENROLLMENT

- ✚ PA Cyber does not charge tuition to parents or students
- ✚ PA Cyber is in full compliance with open enrollment regulations and withdrawal requirements specified by Act 22 of 1997 of the Pennsylvania School Code
- ✚ PA Cyber complies with all state and federal laws
- ✚ PA Cyber does not discriminate on the basis of race, creed, gender, disability, or ethnic origin in the enrollment and/or the administration of its educational program or extracurricular activities

When demand for enrollment exceeds places available, residents of the Midland Borough School District are the first to be admitted. Further admissions are determined by lottery among all new applicants. Returning students and their siblings are given priority over new students.

The Pennsylvania Cyber Charter School (PA Cyber) is a public school, chartered under the laws of the Commonwealth of Pennsylvania. There are several basic requirements a prospective student must meet to qualify for admission to PA Cyber.

✚ **Minimum Age for Enrollment** **Four year-old Kindergarten**

A student is eligible for admission to kindergarten (K4) if he/she has attained the age of 4 years on or before August 30 of the entering year. The student must also meet the admissions policy for entry age of the school district of residence to be eligible for admission to PA Cyber.

Five year-old Kindergarten

A student is eligible for admission to kindergarten (K-5) if he/she has attained the age of 5 years on or before August 30 of the entering year. The student must also meet the admissions policy for entry age of the school district of residence to be eligible for admission to PA Cyber.

First Grade

PA Cyber has identified the entry age for beginners to be 6 years 0 months by August 30th of the entering year.

✚ **Residency**

- Students must be legal residents of Pennsylvania. A student's district of residence is where the parent(s) or guardian resides or, if the student is an emancipated minor, the school district where the student resides. (An emancipated minor is a person below the age of 21 who has chosen to establish a domicile apart from the continued control and support of parents and guardians. A minor living with a spouse is deemed emancipated, regardless of age.)
- The student must provide PA Cyber with the name of his or her home school district and proof of his or her residency within that district. Acceptable proof includes mortgage statement, current utility bill, school tax statement, real estate tax statement or per capita tax statement. If the student is under the supervision of a legal guardian, then proof of that guardianship must be provided.

✚ **Registration with Home School District**

PA Cyber will only accept students who have been registered with their home public school district. Students can register through the offices of their home school district. PA Cyber may contact the student's home school district to confirm registration prior to accepting the student for PA Cyber enrollment.



Expelled/Suspended Students

PA Cyber will not enroll students who have been expelled from their previous school or students who have been suspended for certain reasons.

Enrollment Procedure

Enrollment at PA Cyber requires several steps:

Application Process:

A face-to-face appointment with the applicant and parent(s) is mandatory as part of the enrollment process at PA Cyber. Appointments are scheduled at a place and time determined by PA Cyber. Please review the admissions requirements to be sure the applicant is eligible for the program before scheduling an enrollment appointment. Following the appointment, the admissions counselor will verify that the applicant meets admission requirements and that the application is complete and accompanied by all required supporting documentation.








If all prerequisites are met, the school will create a student record containing the applicant's information. The school will not process any application for enrollment until it receives all required information.

Intake Process:

During the enrollment appointment, the applicant and parents are provided with information about curriculum, materials/equipment, and policies and procedures at PA Cyber. Prospective families complete all forms, applications, and paperwork required by PA Cyber during the enrollment appointment. At this time, prospective families must notify admissions counselor of any extenuating circumstances that may affect enrollment eligibility. When academic placement is uncertain, PA Cyber may ask the applicant attend a second appointment to develop a Student Success Plan.

Required Documentation:




In order to be considered for enrollment, prospective PA Cyber families must provide the following information to the Admission Counselor prior to or during the initial interview:

-  **Birth Certificate**
-  **Current immunization records (from current school)**
-  **Proof of residency (acceptable forms include mortgage statement, current utility bill, school tax statement, real estate tax statement or per capita tax statement)**
-  **Parent's or guardian's Driver's License**
-  **Parent Registration Statement regarding suspension or expulsion**
-  **Home Language Survey**
-  **Unofficial transcripts or report cards (from current school)**

In order for a student to be admitted to PA Cyber, parents must submit satisfactory evidence that immunizations against Diphtheria, Pertusis (Whooping Cough), Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hepatitis and Varicella (Chicken Pox) have been or are in the process of being completed, or must file a certificate of exemption. As a charter school, we follow the same mandates as other public schools as set by the Pennsylvania Department of Education and the Department of Health 1-877-PA-HEALTH 1-877-724-3258 <http://www.portal.state.pa.us/portal/server.pt?open=514&objID=557995&mode=2> .

The following immunizations are required for attendance in each grade:

All Grades K-12

-  3 polio
-  4 DPT with one after age 4
-  3 Hepatitis

- ✚ 2 MMR
- ✚ 2 Varicella (chicken pox) vaccine or history of disease

Students attending 7th grade also need:

- ✚ 1 Tdap (tetanus, diphtheria, acellular pertussis) if 5 years has elapsed since last tetanus immunization
- ✚ 1 MCV (meningococcal conjugate vaccine)

Immunization Exemptions

Parents with strong moral or ethical beliefs against immunizations must complete a religious exemption form. Students with medical exemptions must return a form signed by a physician. A copy of immunizations or statement of exemption must be received before computers and supplies are released for students.

Health Screenings

The school requires health screenings for students in compliance with Pennsylvania law. Height, weight, and vision screenings are required annually. Other screenings including hearing, scoliosis, and general physical and dental exams are required at certain grade levels indicated as follows:

Height/Weight/Vision- All grades annually

Hearing: Grades K, 1, 2, 3, 7, and 11, plus all Special Education students

Scoliosis: Grades 6 and 7

Physical Exam: Grades K, 6, and 11

Dental Exam: Grades K, 3, and 7

At the beginning of each school year parents should submit health screenings as required.

Withdrawal Policy:

The Board directs that whenever a student wishes to withdraw, efforts should be made to determine the underlying reason for such action. District resources and staff should be utilized to assist the student in pursuing career goals. No student of compulsory school age will be permitted to withdraw without the written consent of a parent/guardian and supporting justification.

STUDENT EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- ✚ 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 shall not be given to any person without written parental consent or other proper legal authority.

Release of Records

PA Cyber will only release 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 institutions 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.

Change of Address

Parent/Guardians are **required** to notify PA Cyber immediately if their residency changes. They are required to provide a proof of residency within five days of move. Parent/Guardian is required to register the student(s) in the new district of residence within five days when applicable. ***Homeless students** are required to alert PA Cyber to **all** changes in physical location immediately.

ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act (IDEIA) 2004.

The IDEIA 2004 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEIA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. The Pennsylvania Cyber Charter School (PA Cyber) fulfills the above duties with this annual notice.

Special Education Services and Programs

PA Cyber is required by the IDEIA 2004 to provide a free appropriate public education to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

-  Autism
-  Deaf-blindness
-  Deafness
-  Emotional Disturbance
-  Hearing Impairment
-  Intellectual Disability
-  Multiple Disabilities
-  Orthopedic Impairment
-  Other Health Impairment
-  Specific Learning Disability
-  Speech or language Impairment
-  Traumatic Brain Injury
-  Visual Impairment

Screening

Each educational agency must establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include screening activities which include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, first, second, and third grades); vision screens (every grade level); motor screening; and speech; and speech and language screening. This information will be reviewed by a team of school personnel to help determine if a disability is suspected.

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening is conducted at PA Cyber unless other arrangements are necessary. If parents need additional information about the purpose, time and location of screening activities, they should call or write to the Special Education Contact for The Pennsylvania Cyber Charter School:

Director of Special Education
1200 Midland Avenue
Midland, PA 15059

Evaluation

When screening indicates that a student may be eligible for special education, PA Cyber will seek parental consent to conduct an evaluation.

“Evaluation” means procedures used in the determination of whether a student has a disability and the nature and extent of the special education and related services that the student needs. The term procedure, used selectively with an individual student, does not mean basic tests administered to or procedures used with all children.

This evaluation is conducted by a multidisciplinary team which includes a teacher, other qualified professionals, and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased.

The process results in a written evaluation report called a Comprehensive Evaluation Report (ER). This report makes recommendations about a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their student is eligible for special education may request at any time that PA Cyber conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education Contact person. If a parent makes an oral request for a multidisciplinary evaluation PA Cyber shall provide the parent with a form for that purpose.

Parents also have the right to obtain an independent education evaluation if they disagree with the school’s evaluation. PA Cyber must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a student is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education teacher of the student (if the student is, or may be participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, and a representative of PA Cyber. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student’s current educational levels, goals, objectives, and the individualized programs and services, which the student will receive. IEP’s are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the least restrictive environment in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). PA Cyber must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal laws PA Cyber will provide to each protected handicapped student without discrimination or cost to the student of family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities. In order to qualify as a protected handicapped student, the student must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

Annual Notice of Rights under the Family Educational Rights and Privacy Act (FERPA)

PA Cyber protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and **protected handicapped students (if not protected by IDEIA 2004)** in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEIA 2004 and its implementing regulations.

Education records - records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means PA Cyber. For all students, the educational agency maintains education records which include but are not limited to:

Personally identifiable information – confidential information that includes but is not limited to the students name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory information – information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but **is not limited to**, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

Parents have the right to inspect and review a student's education record. PA Cyber will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While PA Cyber cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their student's records. If any education record contains information on more than one student, parents have the right only to inspect and review the information relating to their student.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their student, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. PA Cyber will decide whether to amend the record and will notify the parents in writing of its decision.

If PA Cyber refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

PA Cyber will inform parents when personally identifiable information is no longer needed to provide educational services to a student. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

“Consent” means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, **information may** be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school 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, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. 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. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon written request, PA Cyber discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by PA Cyber to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.









Mode of Communication

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation.

PA Cyber will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

TECHNOLOGY

Support

-  Technical Support will be provided to all PA Cyber students for the computer system, printer, software, email, and Internet access if provided by PA Cyber.
-  Technical Support cannot and will not be provided on local area networks in the home, personal computers not given to the student by the school, and or to any students/families not enrolled in PA Cyber.
-  PA Cyber will provide the student with a computer, monitor, and printer along with two ink cartridges, digital tablet, and headset with microphone, virus protection software, internet filtering software, and the appropriate software for the student's curriculum.
-  All use of the Internet and computer technology must be related to or in support of the educational goals of the student as stated by the school.
-  Use of the Internet and computer technology for any illegal activity including but not limited to profit purposes, lobbying, gambling, advertising, transmitting offensive materials, hate mail, discriminating remarks or obtaining obscene or pornographic material is strictly forbidden.
-  Use of PA Cyber technology or the Internet for fraudulent or illegal copying, communication, taking or modification of material in violation of all applicable laws is prohibited. Such action or the illegal use of copyrighted software is prohibited and will be referred to the federal authorities for prosecution.
-  Students, parents, or any third parties not under the school's direction are strictly forbidden from installing any software or additional hardware on computers that are property of the school's, nor shall anyone remove installed software or hardware from that computer.
-  Students, parents, or any third parties not under the school's direction are strictly forbidden from installing software received on any other computer system received as part of the computer distributed to them by the school. Such software shall not be loaned, given, or otherwise used on any other computer.

- ✚ PA Cyber reserves the right to deny a student's access to equipment to prevent further unauthorized activity and as consistent with PA Cyber's Acceptable Use Policy.

Computer Set-Up

Students/parents are responsible for set-up of the system when the hardware arrives at the student's residence. Support will be available as needed from the PA Cyber helpdesk. The technical support staff can assist the student/parent with activation of the computer system and can provide step-by-step telephone instructions and assistance.

The student/parent should report any malfunction of computer hardware to the technical support staff at PA Cyber via phone as soon as possible. The staff will discuss the specifics with the student/parent to determine if the problem is hardware specific or software related and will determine a plan of action.

Lost/Damaged Hardware

The student/parent must notify PA Cyber within 5 days of the occurrence or discovery of any theft, damage, destruction, or other loss of any school-owned computer equipment. The student/parent are responsible for any costs associated with repairing or replacing lost, stolen, or damaged equipment while in the student's possession. Parents may file a claim with their homeowner's insurance carrier.

PA Cyber will assist with this process by submitting all information related to cost and value of the equipment. The family/student must immediately forward copies of the police report, fire report, insurance claim, and any other applicable reports to the student's Academic Advisor who will then forward the information to the Collections Department.

Replacement Equipment

PA Cyber will issue replacement equipment only after:

- ✚ Copies of all applicable reports and claims have been received in the PA Cyber Business Office
- ✚ Appropriate arrangements have been made by the student/family to compensate PA Cyber for the loss
- ✚ The damaged equipment is returned if applicable

Acceptable Use Policy

PURPOSE

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.

The Internet as used by students and staff of PA Cyber will be solely a tool to facilitate educational research. No other use of the Internet will be endorsed or allowed by PA Cyber. Specifically, through the use of computers, students and staff will be able to access educational research materials stored on other computers at other facilities located throughout the world. They will also be able to collaborate with other students and peers with Internet access anywhere on Earth!

Although this represents a significant opportunity, there are important responsibilities that must be shared among students, parents, and staff. The purpose of this policy is to detail these responsibilities in a manner understandable to all parties involved.

* PA Cyber will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response.

AUTHORITY

Protection of the student is the overriding concern of PA Cyber. Most of the policy set forth in this document deals with providing a positive and wholesome experience for all students. PA Cyber also has a fiduciary responsibility to the taxpayers of the Commonwealth of Pennsylvania. As a result, this policy involves rules for the protection of District property and assets and adherence to local, state, and federal law.

PA Cyber reserves the right to log network use and to monitor fileserver space utilization by PA Cyber users. It is often necessary to access user accounts, including email accounts provided by PA Cyber, in order to perform routine maintenance and security tasks. User accounts are therefore the property of PA Cyber. The system administrator has the right to access user accounts to uphold this policy and maintain the system. The district reserves the right to remove a user account from the network to prevent unauthorized or illegal usage.

PA Cyber computer network includes all local area networking and wide area networking within the school community as well as all online and direct-wired networking such as Internet to which the PA Cyber network may be linked.

ACCEPTABLE USE

All persons (students and staff) using the PA Cyber computer network must conduct themselves in a responsible, ethical and polite manner. Students and staff of PA Cyber shall practice responsible computing. Responsible computing encompasses the ethical use of computers and mobile devices as tools.

UNACCEPTABLE USES:

The PA Cyber Network is to be used for legitimate academic and employment-related purposes only. The following types of access are considered to be inappropriate uses. This list is by no means exclusive and PA Cyber reserves the right, at its sole discretion, to determine whether a particular use is considered inappropriate or unacceptable:

1. Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination.
2. Using the access for illegal acts.
3. Attempts to access any resources that are restricted, confidential or privileged.
4. Posting chain letters.
5. Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment.
6. Granting Internet or Network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password.
7. Posting personal contact information.
8. Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult.
9. Attempts to disrupt access.
10. Causing damage to or changing function, operation or design of the technology.
11. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening language.
12. Harassing another person.
13. Posting false or defamatory information.
14. Plagiarizing information found on the Internet.
15. Disregarding the rights of copyright owners on the Internet.
16. Posting web pages without the consent of a teacher or authorized adult.
17. Conducting business unrelated to PA Cyber.
18. Buying or selling any products or services.
19. Engaging in acts of bullying, harassment, intimidation, and/or threatening conduct including, but not limited to such conduct committed or furthered by means of an electronic act.
20. Using school provided devices to send, receive, or in any way access sexually explicit pictures and messages.

Students or staff who engage in such activities, or any others deemed inappropriate by PA Cyber, shall be subject to disciplinary measures, as deemed appropriate by the PA Cyber administration, its Board of School Directors and PA Cyber policy.

As stated above, use of the PA Cyber computer network is to be limited to legitimate academic purposes. This means using the network in such a manner as to have a direct or indirect impact on the student's educational program at PA Cyber. The use of the computer network for sending frivolous electronic mail (e-mail), chatting, reading and sending jokes, researching non-academic related sources such as MTV, sports sites, social networking sites such as Facebook, and playing computer games will not be supported or allowed to occur at PA Cyber. The use of the system for defamatory, inaccurate, abusive, obscene, profane, sexually oriented,

threatening, offensive, and illegal material or other prohibited activities shall not be permitted, and PA Cyber will use any and all efforts, within the confines of the law, to prevent such material from entering the school's network. Individuals are encouraged to report such activity to the school administration.

PA Cyber also requires adherence to certain rules for use of its hardware:

1. Learn how to use hardware properly.
2. Do not adjust, connect, or disconnect components without supervision unless you understand what you are doing and are authorized by PA Cyber personnel to do so.
3. Do not connect your own hardware to PA Cyber's hardware.
4. No food or drink within 10' of computer stations.

PRIVACY

For the protection of our students, all users are advised and should be reinforced by parents/guardians to NEVER disclose personal information over the network or internet including but not limited to home address, physical description, age, route to and from school, or any other personal information that could threaten the safety, identity, and security of our students.

Electronic information and communications sent, received, or accessed on PA Cyber-owned property, networks, and/or hardware, remain the property of PA Cyber. PA Cyber reserves the right to monitor electronic activities and communications.

COLLECTION, USE AND DISCLOSURE OF INFORMATION

PA Cyber employs the Google Apps suite of products for student use. These applications are powered by Google but administered by PA Cyber. Google Apps integrates with the school's standard web single sign-on systems using the SAML 2.0 standard. These single sign-on systems are owned by PA Cyber and housed in a secure datacenter within the school. Such systems permit students to access Google Apps only after their school-assigned credentials are authenticated by the systems.

PA Cyber student email is provided as part of Google Apps. Student identification numbers are the only means of identifying users in incoming and outgoing email communications. Additionally, PA Cyber utilizes a set of security tools that allow the school to restrict electronic communications to within the PA Cyber domain or school-affiliated domains.

PA Cyber provides Google Apps and student email accounts to students for educational purposes only. PA Cyber is the sole owner of user data. The Google Apps Terms of Service assures PA Cyber that the: controls, processes and policies that protect user data in Google's systems adhere to strict auditing standards; and, that Google complies with applicable laws and regulations, including but not limited to applicable privacy laws and the Family Educational Rights and Privacy Act (FERPA).

GOOGLE APPS ACCEPTABLE USE

Google Docs is a component of Google Apps. It is a collaborative tool that allows multiple users to collaborate on a single document in real time. PA Cyber teachers or staff may assign students to use Google Docs to collaborate on assignments or projects. Students are to use this application for these purposes only. Using Google Docs for unauthorized communication with other students such as passing notes is unacceptable and will not be permitted.

WEBCAM ACCEPTABLE USE

With technology advancing at such a rapid pace, it is important that we offer our students the tools needed to get the most out of their educational experience. With the growing use of video collaboration tools in schools, PA Cyber may choose to offer webcams to some students.

PA Cyber webcams may be used for face-to-face video meetings between students and staff or parents and staff. They may also be used as educational tools as directed by School Administration.

These webcams will be external USB devices that can be connected to student computers as needed. Parents may also disconnect and secure them as they see fit. The software approved and provided by PA Cyber will be the only software permitted to enable and use webcams. It is the personal responsibility of each student to use webcams in an appropriate manner, in accordance with this policy.

PA Cyber does not employ the use of webcams to help enforce any policies or asset tracking, nor does the school use webcams to remotely monitor end user activity.

IPAD ACCEPTABLE USE

PA Cyber is committed to providing a learning environment that will enable students to succeed in a constantly evolving technological landscape. Mobile technologies have become an important component of this landscape.

The School believes in the importance of providing students with the 21st century skills they need to become self-motivated learners.

To accomplish this vision, PA Cyber may choose to loan Apple iPads to some students. The following guidelines must be adhered to:

- Students are expected to use iPads appropriately for educational purposes
- Jailbreaking iPads will not be permitted
- Students should not attempt to change the configuration of the devices or remove installed profiles
- Apple App Store free apps may be installed, however only those free apps with an app store age rating of 4+ may be installed
- Students may use their own iTunes accounts to backup and sync their iPads, and to install apps
- PA Cyber will not reimburse for any paid apps
- PA Cyber will not reimburse for 3G coverage

iPads will be pre-configured and enrolled on the PA Cyber mobile device management server before being assigned to students. This enrollment allows for asset management, as well as remote over-the-air updates of any PA Cyber in-house apps that may be distributed to students. The server also alerts school administration when an iPad has had unauthorized changes made to any installed configuration such as removal of profiles or restrictions.

Restrictions will be implemented on each iPad. CIPA-compliant internet filtering will be installed similar to laptop filtering. This filter is a Web browser that replaces Apple's default Safari browser on PA Cyber iPads. The built-in camera will be disabled, and the FaceTime video chat app will be disabled. Students attempting to make unauthorized changes to these settings or profile settings may face disciplinary action.

Devices like the iPad can be a valuable tool to encourage students to use technology to research, explore, and be creative. Such tools also fit the mission of PA Cyber to remain "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."

NETWORK SECURITY

Using the guidelines of the U.S. Children's Internet Protection Act of 2000, the PA Cyber has implemented a technology protection measure (internet site filtering software) to prevent all users of the network from accessing inappropriate internet sites. "Inappropriate internet sites" includes the following content:

Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

Nudity/Pornography

- Prevailing U.S. Standards for nudity (e.g., genitalia, female breasts)
- Provocative semi-nudity (i.e., lingerie models)
- Sites which contain pornography or links to pornographic sites
- **Exceptions:** Classical nudity (e.g., Michelangelo), swimsuit models

Sexuality

- Sites which contain material of a mature level (elementary/middle school levels)
- Images or descriptions of sexual aids
- Descriptions of sexual acts or techniques
- Sites which contain inappropriate personal ads

Violence

- Sites which promote violence
- Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- Graphic autopsy or crime-scene images

Crime

- Information of performing criminal acts (e.g., drug or bomb making, computer "hacking")
- Illegal file archives (e.g., software piracy)

Drug Use

- Sites which promote the use of illegal drugs
- Material advocating the use of illegal drugs (e.g. marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- **Exception:** Material with valid-educational use (e.g., drug-use statistics)

Tastelessness

- Images or descriptions of excretory acts (e.g., vomiting, urinating)
- Graphic medical images outside of a medical context
- **Exception:** Graphic medical images within a medical context

Language/Profanity

- Passages/Words too coarse to be softened by the word filter
- Profanity within images/sounds/multimedia files
- Adult humor (e.g., sexually or racially tinged)
- **Note:** The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

Discrimination/Intolerance

- Material advocating discrimination of any kind whatsoever (e.g., racial or religious intolerance)
- Sites which promote intolerance, hate, or discrimination

Interactive Mail/Chat

- Sites which contain or allow inappropriate e-mail correspondence
- Sites which contain or allow inappropriate chat areas

Inappropriate Banner Ads

- Advertisements containing inappropriate images

Gambling

- Sites which allow or promote online gambling

Weapons

- Sites which promote illegal weapons
- Sites which promote the use of illegal weapons

Other inappropriate material

- Body Modification: tattooing, branding, cutting, etc.

Judgment Calls

- Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)
Filtering will be updated periodically by the manufacturer or immediately by the administration to include newly created inappropriate sites. Students and faculty are encouraged to report to the administration any inappropriate sites that may be discovered on the network. The administration will then immediately act to evaluate and, if judged necessary, block access to these sites.
Requests for the temporary disabling of protection measures or to unblock certain specific internet sites for the purpose of bona fide adult research or other lawful uses shall be reviewed for approval by the administration.
Users may not allow others to access the computer network by sharing account information or passwords.
Users may not move, repair, reconfigure, modify, or attach external devices to any network equipment. All malfunctions or problems are to be reported to the PA Cyber administration.

No computer software is to be installed onto any PA Cyber computer by the staff or students that have not been legally obtained officially through the purchasing office of PA Cyber.

Software copyright infringement has recently become a major focus of law. Severe penalties may result from this activity. This affects not only the offending individual, but also exposes PA Cyber to legal action. As a result, this practice will not be tolerated and proper software licensing will be aggressively enforced by PA Cyber. Any question or concern about the legality of software should be referred to the PA Cyber administration.

Viruses can enter the system through files downloaded from the Internet and completely unknown to the user. A computer virus is a software program created for the purpose of disrupting computer systems or destroying information stored on the computer. These insidious invasions can cost thousands of dollars to undo. Certain safeguards are in place to protect the network, however this is no guarantee. Anyone who knowingly, purposefully or willfully introduces a computer virus onto equipment owned by PA Cyber will be subject to discipline, including the possibility of expulsion (student) or termination (employee).

Attempted vandalism to equipment or software will result in discipline, including the possibility of expulsion (student) or termination (employee). This includes not only physical destruction of computer equipment, but also destruction of cabling and network infrastructure, attempts to gain unauthorized access by defeating network security (commonly known as "hacking"), attempts to gain access by using a different account or password and destruction or alteration of files.

REMEDY

The use of the computer network at PA Cyber is a privilege granted only to responsible users. As a result, PA Cyber reserves the right to suspend, expel, or otherwise discipline student-users who violate this policy, and discipline, up to and including termination, employee-users who violate this policy, as deemed appropriate by the PA Cyber administration and its Board of School Directors. In certain circumstances, local police authorities may also be notified as may be required by applicable law.

PA Cyber further reserves the right to reasonably monitor and regulate the accounts of students and staff in order to ensure compliance with this entire computer use policy. This includes, but may not be limited to, physical surveillance of users as they access the network, interception of electronic mail messages, and examination of files accessed by the users of the network, and restricting time-of-day or locations of use.

This policy may be amended by PA Cyber at any time.

ARB

Administrative Review Board, Remediation & Truancy Elimination Plan

Introduction

PA Cyber will make every effort to keep its students motivated and committed to their education. The Administrative Review Board (ARB) gathers information on students who are: truant; tardy; and, who are engaging in other unexcused attendance violations as defined by the PA Cyber Code of Conduct. The ARB may be comprised of the Principal, Academic Dean, the student's Academic Advisor, and other support personnel as deemed necessary by PA Cyber, including a Special Education Supervisor to the extent applicable due to a student's disability requiring specially designed instruction. Specific procedures relevant to special education students and students with disabilities are discussed below more fully as well as in PA Cyber's Discipline of Special Education Students Policy and the Procedural Safeguards Notice.

To the extent practical given the situation and circumstances, the ARB will work with the student and his/her parent(s) or guardian(s) in an effort to aid the student's success and to attempt to minimize or eliminate the truancy, attendance issues, violations of PA Cyber's Code of Conduct. The following steps serve as a guide for addressing the aforementioned issues in an effort to remedy the problems before they might result in withdrawal or removal from the rolls to the extent consistent with Chapters 11 and/or 12 of Title 22 of the Pennsylvania Code.

PA Cyber reserves the right to address a student's unwillingness and/or failure to maintain communications with PA Cyber, truancy, tardiness, and other attendance violations at any step in the process based upon the specific situation, its severity, the student's prior record, the PA Cyber Code of Conduct, applicable state and federal law and the particular remedy that is deemed warranted by PA Cyber.

Truancy

Additionally, PA Cyber shall report to the student's school district of residence when a student has accrued 3 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.

ARB Remediation Procedure

PA Cyber is committed to providing appropriate due process to students faced with removal from roll based on Chapter 12 of Title 22 of the Pennsylvania Code and PA Cyber policy. Except for those students withdrawn for 10 consecutive, unexcused absences pursuant to Chapter 11.24 of Title 22 of the Pennsylvania Code, no student will be withdrawn from PA Cyber without first being provided due process protections, including a formal hearing in accordance with Chapter 12 of Title 22 of the PA Code. The ARB team works in conjunction with an authorized committee of the Board, or a duly qualified hearing examiner, when undertaking a formal hearing which might result in a student's withdrawal from the school.

Formal Hearings

A formal hearing is required in all removal actions except for those removed pursuant to Chapter 11.24 of Title 22 of the Pennsylvania Code for ten (10) consecutive, unexcused absences. This hearing may be held before the governing 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 governing board is required to withdraw a student. The following due process requirements shall be observed with regard to the formal hearing:

- (1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- (2) At least 3 days' notice of the time and place of the hearing shall be given. A copy of this 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.
- (3) The hearing shall be held in private unless the student or parent requests a public hearing.
- (4) 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.

- (5) 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.
- (6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- (7) The student has the right to testify and present witnesses on his own behalf.
- (8) 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.
- (9) 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:
 - (i) Laboratory reports are needed from law enforcement agencies.
 - (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. § § 1400—1482).
 - (iii) 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.
- (10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision

Special Education Students and Students with Disabilities

Notwithstanding the foregoing, procedures that might result in removal of special education students and students thought-to-be eligible for special education, as those terms are set forth at 22 Pa. Code Chapter 711 and applicable state and federal laws and regulations, shall be undertaken only after consultation with a special education supervisor and in accordance with PA Cyber's special education policies and consistent with applicable state and federal laws and regulations pertaining to special education students. In the event removal of a student with a disability from PA Cyber is contemplated, PA Cyber shall initiate procedures in accordance with its Discipline and Exclusion of Special Education Students' Policy. PA Cyber shall follow all applicable laws, regulations, and guidelines regarding the discipline of special education students.

Notwithstanding the foregoing, students with disabilities who are eligible for Section 504 services pursuant to applicable state and federal laws and regulations, including applicable provisions of Section 504 of the Rehabilitation Act and Chapter 711 of Title 22 of the Pennsylvania Code, shall be afforded the protections required by those applicable state and federal laws and procedures,

Parents and guardians of students with disabilities are directed to the Procedural Safeguards Notice available on the school's website and by contacting, the school's Director of Special Education.

CODE OF CONDUCT

PA Cyber exists to educate its students. The school 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. These rules shall apply to any conduct:

- During school hours
- At any onsite school activity, function or event, and/or online multi-media chat rooms
- Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students, or staff or disruption within the school.

This section describes a broad range of acts of misconduct that are prohibited in the school. Because the following sections listing acts of misconduct do not include all types of misconduct, the student who commits an act of misconduct not listed under the sections that impedes, obstructs, interferes, or violates the mission, philosophy, and regulations of PA Cyber or is disrespectful, harmful, or offensive to others or property shall be subjected to the discretionary authority of the CEO or designee.

LEVEL I OFFENSES

I. Disruption

Students are expected to act in a courteous and peaceful manner toward staff, visitors and each other. A student may not act in any way that disrupts or disturbs any educational or school-related (whether onsite or on-line) program or activity. Violations of this rule include, but are not limited to:

- Disobedience
- Disrespect
- Lying/cheating
- Violations of Attendance Policy/Tuancy
- Failure to Do School Work

II. Disruptive and/or Offensive Use of Language

- A. Students are expected to communicate with school staff and each other as they themselves should expect to be treated.
- B. A student shall not curse or use vulgar, obscene, intentionally disruptive or offensive language or gestures in any onsite or on-line school activity.
- C. Students shall not send or pass on any offensive, sexually oriented or threatening messages, pictures or symbols from any source.

III. Damage, Destruction or Theft of School or Private Property

- A. Students are expected to respect school property and the property of others. Students shall not recklessly or intentionally cause or attempt to cause damage to or deface school or private property or steal or attempt to steal school or private property. Damage and defacement include graffiti, carving, tearing, cutting or otherwise marking such property.
- B. Students may not harm or destroy data of another student or person, the Internet or other networks. This includes, but is not limited to, the creation, downloading or uploading of computer viruses. Computer violations of a criminal nature are treated as an aggravated offense under Rule XVI.
- C. Serious damage, defacement or theft that interferes with the educational or safety rights of others will be treated as an aggravated offense under Rule XVI.

IV. Fighting

- A. Students are expected to refrain from physical confrontations. Two or more students who engage in a mutual confrontation involving intentional physical contact that commits an offense under this rule. Each willing participant shall be subject to disciplinary action.
- B. Where it is determined that any student or students were not willingly involved, only the responsible student(s) will be subject to discipline. Rule XVI shall be applied where serious injury resulted or was likely to result regardless of whether the victim was a willing participant or not.

- C. Where it is determined that a student is acting in reasonable self-defense, no disciplinary action will be pursued for that student. Reasonable self-defense shall be a defense only where the student had no opportunity to flee or otherwise avoid physical contact, and the force used was the minimum necessary to escape or avoid injury.

V. Reckless Conduct

- A. Students are held responsible for intentionally harmful actions, and for the reasonably foreseeable consequences of such reckless actions. A student may not act in a manner which ignores the health, safety or welfare of any member of the school community by placing them in danger of injury or pain.
- B. Reckless conduct that risks serious injury or death or serious property damage as described in Rules III and IV will be treated as an aggravated offense under Rule XVI.

VI. Tobacco Products and Paraphernalia

A student may not possess, distribute, solicit or use any tobacco product. Possession, distribution or use of cigarette lighters, matches, rolling papers, pipes or other such paraphernalia is also prohibited.

VII. Possession of Drugs or Alcohol

- A. A student may not possess, use, distribute, solicit or be under the influence of any unauthorized prescription or non-prescription medication, drug or any narcotic drug, hallucinogenic drug, steroid, growth hormone, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant or look-alike substance of any kind.
- B. Possession of a drug authorized by a medical prescription from a licensed physician and carried in the original container supplied by the pharmacy is permitted. Non-prescription medications may only be possessed in the amount needed during the time in school for that day. Medications supplied by a pharmacist showing the name of the student and proper dosage shall not be considered a violation of this rule where the supply carried by the student does not exceed the amount necessary for use during that school day. Nonprescription medications may only be possessed with a note from a parent or doctor. Non-prescription medications may not be distributed to other students, but are solely for the prescribed student's use.
- C. A second violation of this rule will be treated as a Level II offense which provides for expulsion.
- D. Distribution of any of the above substances, or possession under circumstances indicating intent to distribute, is an aggravated offense under Rule XVI

VIII. Academic Dishonesty/Abuse of Computer or Internet

- A. Students are expected to maintain the highest standards of honesty in their work.
- B. Forgery of papers, reports, tests or notes or any other forms of cheating and/or copying the work of another student or plagiarism from library, publication or Internet sources are prohibited, and will result in disciplinary action as well as loss of academic credit.
- C. Students are expected to respect the computer privileges given to them. All students must keep their passwords to themselves. It is against this rule to use another person's passwords or accounts. It is also against this rule to break into ("hack") other files or systems, to download copyrighted material or to conduct a personal business enterprise using the school computer network. Students shall not go into any sites on the Internet which contains sexually explicit material. Additional rules on computer use are listed in the school's Acceptable Use Policy.

IX. Bullying

- A. Bullying is defined as repeated acts of physical, emotional, or social behavior that are intentional, controlling, and hurtful. There are three types of bullying:
- **Direct bullying** – face to face confrontation which includes but is not limited to punches, kicks, verbal taunts, threats, name calling, put downs, including ethnically or gender based put downs, extortion of money or possessions, and exclusion from peer groups within the school
 - **Indirect bullying** – the attack on a victim's social standing or reputation by gossip, slander or any other attempt to ostracize a classmate
 - **Cyber bullying** – use of any and all electronic devices including but not limited to emails, instant messaging, cell phones, web pages, chat rooms or discussion groups and other information communication technologies with the intent of hurting, embarrassing or ostracizing a classmate through verbal taunts and threats

B. Complaint Procedure:

- Students and/or parents who are the victim of a bullying incident should report any situations of bullying in writing to a PA Cyber staff member.
- The staff member will gather the information and seek administrative assistance to determine if the alleged bullying or cyber bullying incident occurred.
- After all information has been gathered, the Senior Administrator will be notified of the incident. The Senior Administrator shall determine the need for further investigation which may result in disciplinary action taken in accordance to the Approved Interventions/Sanctions Action Level I.

APPROVED CORRECTIVE ACTION – LEVEL I OFFENSES

For any violation of a Level I offense, a student may face one or more the following corrective actions, from minimum to maximum:

1. Meeting between the administrative staff and the student to discuss the student's behavior and expectations for improving his/her behavior
2. Removal from participation in extra-curricular and/or on-site activities
3. Meeting between the student and school administrator or designee
4. Notice to parent or guardian informing them of the student's behavior by phone or in writing
5. Supervised mediation between the students involved
6. Suspension of or limited access to technology
7. Meeting with case worker or probation officer where applicable and appropriate
8. Referral to an appropriate law enforcement agency
9. Mandatory on-site or online time
10. Suspension for up to 10 days

LEVEL II OFFENSES

X. Repeated School Violations

A student shall not continue to break any of Rules I through IX. Nor may a student repeatedly fail to follow directions given by any school staff member while the student is under school supervision. A student who continues to violate any of these rules after the school staff has attempted reasonable interventions to address the student's behaviors may be subject to suspension or expulsion provided for Level II offenses.

XI. Harassment

- A. No student shall engage in verbal or physical activity in an onsite or online setting, which he/she should reasonably expect to have the effect of harassing, threatening the safety or maliciously damaging the reputation of any student or staff member.
- B. An aggravated incident is one which reasonably places a victim in fear for his/her safety or well being if the offender remains in the school.
- C. Harassment or threats, for the purpose of this rule, includes a course of conduct or a single aggravated incident. Harassment includes, among other things:
 1. Unwelcome sexual advances, requests for sexual relations, sexual comments, sexually-oriented gestures, sounds, remarks or comments about a student, staff member or visitor's sexuality or sexual experience
 2. Offensive expressions concerning a person's race, sex, religion, disability or national origin
 3. Efforts to intimidate bully or ridicule (See Rules XIII and XVI for offenses involving other serious forms of sexual or physical misconduct)
 4. Threats include any attempt, by physical menace or verbal intimidation or taunt, to put a member of the school community in fear of injury, pain or social ridicule. The intentional posting on networks of the addresses or telephone numbers of fellow students or other members of the school community is a violation of this rule
 5. This rule includes spoken and written messages including any bulletin board, flyer or notice, computer networks or displayed on a student's personal belongings
 6. Threats to bomb, kill, injure or use dangerous or deadly weapons will be treated as an aggravated offense under Rule XVI

XII. Hazing Prohibited

A student is strictly prohibited from soliciting, encouraging, aiding, or engaging in hazing in an onsite or on line setting at any time or in connection with any activity supported or sponsored by PA Cyber, whether on or off school property. Hazing means any intentional, knowing, or reckless act meant to induce pain, embarrassment, humiliation, deprivation of rights or that creates physical or mental discomfort, and is directed against a student for the purpose of being initiated into, affiliated with, holding office in, or maintaining membership in any organization or club, or athletic team sponsored by PA Cyber and whose membership is totally or predominately other students from PA Cyber.

XIII. Indecent Assault or Indecent Exposure

A. All students must keep their hands and bodies to themselves at all times. No student may touch the sexual parts of another person with any parts of his/her own body or an object, or encourage another person to touch him/her in sexual part of the body.

B. No student may show the sexual parts of his/her body in an onsite or online setting to other persons in a way that would offend them or in an effort to excite them. (See Rule XVI for forcible or voluntary sexual acts.)

XIV. Assault on School Personnel

A student shall not intentionally cause or attempt to cause physical injury or pain to any school employee, or student employee acting in the scope of his/her employment for the school. See Rule V for reckless conduct and Rule XVI for assaults that may potentially result in serious injury or that are in retaliation for participation in any official live or online school related function.

XV. Possession of a Weapon

A. Students shall not possess on their person, in their belongings or in any storage space provided by the school, any tool, instrument, implement or weapon capable of causing serious injury or death. Such weapons include, but are not limited to: any knife, cutting instrument, cutting tool, nuchaku, firearm, shotgun, rifle, stun guns, BB guns, starter pistols, harmful biological or toxic substances, explosives, fireworks with the potential to injure or devices which may cause a fire and any other tool, instrument or implement capable of inflicting serious bodily injury. The possession, use or attempted uses of a weapon or another object not traditionally viewed as a weapon in a manner which causes or risks injury will be treated as an aggravated offense under rule XVI(1) or XVI(6).

B. Students may not bring compasses or sharp bladed or pointed scissors to school. If these or similar sharp tools are needed for a lesson they will be provided by the teacher for the limited period of the lesson. Students are also prohibited from bringing look-alike weapons to school and must comply with the provisions of the School's Weapons Policy.

C. The CEO or designee is required, under the Pennsylvania Public School Code, to take the following steps when a student is found in violation of Rule XV:

1. The student shall be detained
2. Any incident involving possession of a weapon will be reported to police immediately
3. The student shall be suspended
4. A Serious Incident Report will be filed
5. Expulsion will be recommended pursuant to Pennsylvania's Safe Schools Act

D. The Serious Incident Report filed for incidents involving students found to be in possession of weapons shall include:

1. The circumstances of the possession and discovery of the weapon(s)
2. The action of the police in response to the call for their assistance
3. The action taken by the school including contacts with the student's parent or guardian and the filing of a report
4. A picture or facsimile of the weapon
5. Such incidents shall also be reported to the Pennsylvania Department of Education.

XVI. Aggravated Offenses

A student shall not engage in, or attempt to engage in, any conduct in an onsite or online setting which endangers the health, safety or welfare of any member of the school community, including but not limited to:

1. Attacks on any staff member which results in injury or places the person in danger of serious injury, or involves the use or attempted use of a weapon (including mace, pepper spray or laser pointer)
2. Selling or distributing any of the substances set forth in Rule VII (drugs, alcohol or look-alike substances) or possessing these items in sufficiently large quantities, or under circumstances which would indicate that they are not for personal use
3. Setting any fire that potentially risks injury to any person or damage to and property
4. Sexual acts:
 - a. Forcible acts, as to the offender
 - b. Voluntary acts, as to each student
5. Rob, steal or threaten someone to receive money or property
6. Assault on another student or other non-employee which results in serious injury or involves the use or attempted use of a weapon (including mace, pepper spray or laser pointer)
7. Damage to school property which disrupts, impairs or prevents the school from carrying out any of its programs
8. Retaliation against a school employee, witness or hearing officer for their participation in any investigation, academic or disciplinary proceeding where the student's action takes the form of assault, threats of bodily injury or death, telephone or Internet harassment, stalking or substantial property damage
9. Threats relating to the planting of bombs or other explosive devices, the use of any other weapon, including biological or toxic substances or to kill or seriously injure any member of the school community
10. The conduct of illegal activities via the school's technology

APPROVED CORRECTIVE ACTION – LEVEL II OFFENSES

(Minimum to Maximum)

- A. Suspension
- B. Referral to the appropriate law enforcement agency
- C. In the case of violations of Rule XI or Rule XIII, in addition to A or B above, the counselor shall refer the student to an appropriate counseling program.
- D. Expulsion from the school

Due Process

The Pennsylvania Public School Code gives charter schools the authority to make reasonable and necessary regulations regarding the conduct of students. The charter school must publish and distribute the code of conduct to students and parents and make copies of the code of conduct available on the school's web site. Student discipline must be based on applicable provisions within the student code of conduct.

Suspension

The Pennsylvania Public School Code defines suspension as exclusion from school for a period of from 1 to 10 consecutive school days. Suspensions may be given by the CEO or designee. No student shall be suspended until the student and parent have been informed of the reasons for the suspension and have been 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 Pennsylvania Public School Code further requires that the parents be notified immediately in writing when the student is suspended. When the suspension exceeds three (3) school days, the student and the parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in the Code. The school shall offer to hold the informal hearing within the first 5 days of the suspension. Suspensions may not be made to run consecutively beyond the ten school day period. Students are responsible to make up exams and work missed while suspended.

Expulsion

The Pennsylvania Public School Code defines expulsion as exclusion from school by the board of trustees for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under the School Code. During the period prior to the hearing and decision of the board of school trustees in an expulsion case, the student shall be placed in his normal class except, if it is determined after

an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals 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, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education.

Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.

Hearings

The Pennsylvania Public School Code explains the informal and formal hearing requirements.

Informal Hearing

The Pennsylvania Public School Code makes it clear that 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 meant to encourage the student's parents or guardian to meet with the CEO or designee to discuss ways by which future offenses can be avoided. The following due process requirements are to be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardian 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 own behalf; and
- The district shall offer to hold the informal hearing within the **first 5 days of the suspension**.

Formal Hearing

The Pennsylvania Public School Code states that education is a statutory right, and students must be afforded all appropriate elements of 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, which is a fundamental element of due process. Therefore, a formal hearing is required in all expulsion actions. This formal hearing may be held before the board of trustees or an authorized committee of the board, or a qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire board of trustees is required to expel a student.

The following due process requirements are to be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's parents or guardian by certified mail
- Sufficient notice of the time and place of the hearing must be given
- The hearing shall be held in private unless the student or parent requests a public hearing
- The student has the right to be represented by counsel
- 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 any such witnesses appear in person and answer questions or be cross-examined
- The student has the right to testify and present witnesses on his own behalf
- A record must be kept of the hearing, either by a stenographer or by tape recorder
- The student is entitled, at the student's expense, to a copy of the transcript
- The proceeding must be held with all reasonable speed. Where the student disagrees with the results of the formal hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.

Disciplinary Records

All official disciplinary records for incidents involving the possession of a weapon or acts of violence shall remain in the student's permanent record and must be transferred with the student to any school in which the student enrolls. They shall also be released to any other school upon request if the student is enrolled in the school or district or by permission of the student's parent or guardian if the student is not enrolled.

Special Education

The School will follow Chapter 711 of the Pennsylvania Code and the Individuals with Disabilities Education Act regarding the discipline of all special education students.

EXTRACURRICULAR ACTIVITIES

Athletic Eligibility

Section 1719-A (14) of Act 22 of 1997 Charter School Law requires that students be permitted to participate in extracurricular activities offered by their home school district. Students must comply with the policies and meet the specific eligibility criteria set forth by that home school district. Student athletes must also satisfy eligibility requirements established by the Pennsylvania Interscholastic Athletic Association. Each family should inquire with its resident school district for policies, procedures, and regulations associated with participation in extra-curricular activities. PA Cyber will provide a school district with any needed verification of student progress to determine athletic eligibility.

Field Trips

PA Cyber offers field trips to a variety of attractions across the commonwealth of Pennsylvania throughout the school year. These trips are considered an extracurricular activity and are not mandatory. Students and their families are encouraged to attend whenever possible. Students who plan to attend a specific event must make a prior reservation, unless otherwise specified. A Parent/Guardian is required to accompany the student on field trip events occurring during the day.

Students must meet the following criteria before they are permitted to attend a field trip:

The student must comply with all school policies. The student must not be under any conduct restrictions. Students are expected to dress appropriately. It is unsuitable for students to wear immodest, suggestive, unclean, vulgar, obscene, or distracting attire.

Students should remember that when they are on a field trip or in any other public place in a school-related capacity, they are representatives of the PA Cyber community. They should conduct themselves in an appropriate manner at all times, as their conduct is a direct reflection on themselves, their families, and their school. Students must comply with all school policies and must follow the direction of the PA Cyber staff who is supervising the event.

Overnight/Extended Field Trips

Overnight trips must be approved by the PA Cyber School Board of Trustees. The Club Advisor or Sponsor will submit a completed "Field Trip Request for Overnight/Extended Field Trips" form to the Senior Administrator or his/her designee for initial approval prior to submitting to the Board. Overnight trip requests must be submitted at least six (6) weeks in advance of the date of the event.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations throughout the duration of the trip, even when a parent or guardian is present. These trips shall be governed by guidelines that will ensure the safety and well-being of students and staff, and the trip shall support and enhance the academic objectives and integrity of the PA Cyber curriculum.

Students may be required to assume all or part of the costs for travel and attendance at co-curricular or extra-curricular events and trips.

STUDENT WORK POLICY

Work Permits

Minors between the ages of 14 and 17 are required to get employment certificates to work. Work permits can only be obtained from the student's home school district. PA Cyber cannot issue a work permit.

Work Credit

Students may earn academic credit for work performed in connection with a job outside the home. PA Cyber students must meet the following criteria to receive work credit:

- ✚ Work at the same job for a minimum of six months to earn .5 credit
- ✚ Work at the same job for more than nine months to earn one full credit

Work Limits

The Pennsylvania Department of Education, Federal Student Labor Laws, and Employment of Minors regulations specify the following work limits:

Hours for 14 and 15 year olds:

- ✚ 32 hours per work week (Sun-Sat)
- ✚ 18 hours per school week (Mon-Fri)
- ✚ 4 hours per school day
- ✚ 8 hours weekends, holidays, summer
- ✚ Hours must be between 7 AM and 7 PM

Hours for 16 and 17 year olds:

- ✚ 44 hours per workweek (Sun-Sat)
- ✚ 28 hours per school week (Mon-Fri)
- ✚ 8 hours per day
- ✚ Hours must be between 6 AM and 12 AM weekdays, 1 AM Friday & Saturday

Anyone under 18 years old cannot work more than 6 days per week and must have a 30- minute meal break after 5 hours of work.

There are certain occupations prohibited for certain age groups. For more information, please contact the Bureau of Labor Law Compliance, www.li.state.pa.us/PWAGE/lcd.html or call 1-800-932-0665.

VISITORS POLICY

The school welcomes students and parents to visit any of the school's locations. The school locations are open on school days between 8 AM and 4 PM. If visitors want to see a specific staff member, they should make an appointment to assure that the person they want to see will be available in the building when they arrive.

The following guidelines govern visitations:

- Visitors must sign in at the main office, show proper photo identification, and obtain a visitor's badge to ensure the safety and security of students and staff
- Visitors must be escorted by staff members at all times
- Visitors must sign out at the main office before they leave the location
- The school has the authority to deny access to or require removal from the program or school location for any individual who disrupts or disturbs the learning environment or who lacks a valid or legal purpose for entering the program or school. Repeat offenders may be permanently barred.

The principal or program supervisor will consider the following factors in the approval process:

- Purpose and duration of the visit
- Classroom activities planned during the visit
- Number of previous observations
- Needs of the other students in the class

If any visitor threatens, verbally abuses, or harasses a school employee, student, or another visitor, a building administrator will direct the visitor to leave the property. If a visitor refuses to leave cooperatively, he/she will be removed by local law enforcement. In all cases, violators will be subject to the Commonwealth of Pennsylvania laws. If the visitation is for a parent/guardian or teacher-initiated parent conference concerning the parent or guardian's student, it must be scheduled in advance with the program administrator or teacher. Upon arrival at school, a person visiting school for this purpose must register, sign in, need to show photo identification at the main office of the program or school, and obtain a visitor's badge prior to proceeding to the conference site.

If the visitation is for any other purpose, arrangements must be made in writing at least five (5) school days in advance through the office of the administrator. No visitor may confer with a student in school, other than the student of whom he/she is the parent or guardian, without prior permission of the program administrator. All visitors who wish to photograph or videotape any person or any part of any building or to tape record or use any electronic device to record any conversation or activity of any kind must have prior written permission and approval from the building Administrator or designee. All classroom visitations must be made at least five (5) school days in advance through the office of the program administration and with the approval of the building administrator.

Non-discrimination

The Pennsylvania Cyber Charter School will not discriminate against protected handicapped students as defined in Chapter 15 or the regulations of the State Board of Education. The Pennsylvania Cyber Charter School will provide each protected handicapped student enrolled in the school, without cost to the student or family, those related services of accommodations which are needed to participate in and obtain the benefits of the school program and extracurricular activities without discrimination and to the maximum extent of the student's ability. For information regarding civil rights, grievance procedures or handicapped students, please contact the Senior Administrator of PA Cyber at 1200 Midland Avenue, Midland, PA 15059, Phone 866-PACYBER.

Title IX Statement

Pennsylvania Cyber Charter School is an equal opportunity educational institution and will not discriminate on the basis of race, color, or national origin, sex, or handicap in its activities, program, or employment practices as required by Title VI, Title IX, and Section 504.

****PA Cyber is not responsible for omissions in the handbook. The Senior Administrator reserves the right to amend the contents of this book at any time. Final authority on all matters rests with the School Administration and School Board when applicable. It is the responsibility of the student and parent/guardian to review this handbook periodically. The information contained in this handbook is provided for information purposes, and is not intended to replace or deviate from any current and future Board policy or the Code of Conduct. In the event of any conflict between any provision in this handbook and the terms in the Code of Conduct or any Board policy, the terms in the Code of Conduct and/or Board policy will control and take precedent.***

THE PENNSYLVANIA CYBER CHARTER SCHOOL

Board of Trustees

ENROLLMENT POLICY

Purpose

The Board of Trustees ("Board") of The Pennsylvania Cyber Charter School ("PA Cyber") recognizes that its enrollment policy must reflect current requirements of the Pennsylvania Public School Code and 22 Pa. Code, Chapter 11. Therefore, PA Cyber, as a public charter school, complies with these enrollment procedures to ensure that both resident and eligible non-residents are promptly enrolled through the policy provisions set forth below.

Entitlement to Education

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. This includes resident students - those residing with their parent(s); non-resident students living with a Pennsylvania school district resident who is supporting the child gratis and seeking enrollment; non-resident students living in a facility or institution; and non-resident students living in a foster home. Once the required enrollment documentation described below is provided, PA Cyber must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of PA Cyber's receipt of the required documents, if a space exists pursuant to the school's Admission/ Lottery Policy.

Required Enrollment Documentation

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), a Pennsylvania school district resident, or any other person having charge or care of the child, PA Cyber shall require that the following information be documented before enrolling the child and allowing the child to attend school:

A) Proof of the child's age

- 1)** Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism - notarized or duly certified and showing the date of birth; notarized statement from

the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

B) Immunizations required by law

- 1) Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

C) Proof of residency

- 1) Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, or Department of Transportation identification card. While more than one form of residency confirmation may be required, PA Cyber should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation. See the paragraph on Homeless Students for guidance in that situation. (Also see attached Residency Affidavit.)

D) Parent Registration Statement

- 1) A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity. PA Cyber may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

E) Home Language Survey

- 1) All students seeking first time enrollment in a school shall be given a home language survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

Documents which may be Requested but not as a Condition of Enrollment - Items which may be Requested

Although PA Cyber may ask for any of the information below, PA Cyber may not require it as a condition of enrolling or admitting a child and a child's enrollment or attendance may not be delayed until these documents are provided. Among the documents that PA Cyber may request are: picture identification, health or physical examination records, academic records, attendance records, Individualized Education Program ("IEP"), and other special education records. In addition, a school district may not require that a physical examination be conducted as a condition of enrollment.

Registration Form

A registration form, filled out by families for student enrollment, may include the following: name, address, telephone number, name of parent(s) or guardian(s) or resident adult(s) with whom the student is living, emergency contact information, former school information, and other locally required information. Failure to complete this form will not be made a condition of the student's enrollment.

Documentation Required From Other Sources

PA Cyber is entitled by law to receive information on an enrolling student from the previous school, public, charter, nonpublic or private, which the student attended. However, the provision of this information rests with the educational entity and not the family, and so, PA Cyber, as the receiving local educational agency, will not require this information as a precondition to enrollment and will not delay a student's admission for lack of this information.

Student Education Records

Upon enrollment, PA Cyber contacts the student's former school for a copy of the student's education records. The former school district or charter school, if within the Commonwealth of Pennsylvania, is required to respond by forwarding the records within 10 business days of the date upon which a student's records are requested by PA Cyber. PA Cyber shall enroll students within 5 business days regardless of receipt of records from the previous districts.

Disciplinary Records

Whenever a pupil transfers to another Pennsylvania school entity or nonpublic school, a certified copy of the student's disciplinary record shall be transmitted to the school entity or nonpublic school to which the pupil has transferred. The school entity or nonpublic school to which the student has transferred should request the record. The sending school entity or nonpublic school shall have 10 days from receipt of the request to supply a certified copy of the student's disciplinary record. Failure to receive the student's discipline record cannot be used to deny or delay the student's enrollment or school attendance. A school district may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement. If the disciplinary record or sworn statement indicates the student has been expelled from a school district in which he was previously enrolled, for reasons other than a weapons offense, PA Cyber will review the student's prior performance and school record to determine the services and supports to be provided upon enrollment at PA Cyber.

Prohibited Requests - Items Which May Not Be Requested

For both enrollment and also for residency determinations, PA Cyber will not request or require any of the following: a social security number; the reason for a child's placement if not living with natural parents; a child's or parent's visa; agency records; or, except in the limited circumstances described in the next section, a court order or records relating to a dependency proceeding.

A child's right to be admitted to school may not be conditioned on the child's immigration status. PA Cyber will not inquire as to the immigration status of a student as part of the admissions process.

Student Classifications for Education Entitlement

Resident Students and Court Orders or Custody Agreements

PA Cyber may require a parent/ guardian to provide a custody or dependency order when the child is being enrolled at PA Cyber pursuant to parent relying on court order or custody agreement as the basis for enrollment. PA Cyber will not require a custody order or agreement as a condition of enrollment in any circumstances other than the circumstance specified above. (See attached Affidavit of Custody).

Students Living With a Resident Adult other than a Parent

When a child is living with an adult other than a parent, who is supporting the child without personal compensation, (gratis) the child may attend the public schools of that adult's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled Required Enrollment Documentation. In addition, before accepting the child as a student, PA Cyber shall require the resident to file only one of the following:

- A) A **sworn and notarized statement** from the resident of the school district indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child's schooling (See Attachment *B* for a model statement), **or**
- B) **Appropriate legal documentation to show dependency or guardianship**, which may include a custody order. PA Cyber may require other information to be submitted by the resident to substantiate the sworn statement. The natural parent(s) or former guardian(s) of the student may not be required to provide information. Once the requested information is provided, PA Cyber will enroll the child and permit him or her to begin to attend school without delay, but in no case more than 5 days.

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

Foster Students and Students Living in Institutions

While the Public School Code provisions governing nonresident children placed in foster care and living in Facilities or Institutions are not applicable to charter schools pursuant to the Pennsylvania Charter School Law, PA Cyber will use such Public School Code provisions for guidance in such situations in conjunction with consultation with PA Cyber's legal counsel.

Emancipated Minors

An emancipated minor is a student under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this student is living is his or her resident school district and the student may enroll at PA Cyber without any additional assistance from an adult.

Homeless Students

PA Cyber will ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack of housing. In the case of homeless students, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included within the definition of

homeless children and youth are those who are "awaiting foster care placement" and "unaccompanied homeless youth."

Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth includes any child who is "not in the physical custody of a parent or guardian." Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians.

Youth awaiting foster care placement include those who are placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, PA Cyber administration will consult with the respective county children and youth agencies to determine if a child meets the definition of "awaiting foster care placement", including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child "awaiting foster care placement."¹¹

Homeless youth are entitled to immediate enrollments, if a space exists pursuant to the Admissions/ Lottery Policy, and their families are not required to prove residency regarding school enrollment. These students are considered residents of the district where they are presently residing, or continue their education in the district of prior attendance.



Main Office
652 Midland Avenue
Midland, PA 15059
p 724-643-1180
f 724-643-2845
www.pacyber.org

STUDENT WITHDRAWAL NOTICE

Date: _____

School District: _____

Address: _____

City/State/Zip: _____

Please be informed that the student listed below has withdrawn from The Pennsylvania Cyber Charter School.

Student: _____

Date of Birth: _____

Grade: _____

Official Date of Withdrawal: _____

Reason: _____

Contact our Child Accounting Office with questions regarding withdrawal notice 724-888-7780 or 1-888-722-9237 extension 7780.

Truancy Elimination Plan Information

Goal

Work collaboratively and in a holistic manner with stakeholders to develop a comprehensive plan with intent to reduce/eliminate truancy and increase parent/student involvement in school.

Team

- Supervisor of Attendance *
- Academic Dean
- Special Education Coordinator (when applicable)
- Classroom Teachers (Blended and/or Virtual)
- Guidance Counselor *
- Parent *
- Student *

*Participation in the TEP meeting is essential. Others may simply supply notable information for use during the meeting.

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 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 support 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;
- Explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- Discussion of the benefits for successfully implementing the TEP and
- Follow up and report the outcome of the TEP.

Completing the TEP

Absence (enter the following):

- Dates of each absence
- Whether or not an excuse was provided
- Reason(s) for each absence
- Action taken by the school on each incident of absence
- Provide meaningful information for future reference, including the name of the person taking the action, the date action was taken and any other relevant information.

Assessment (enter the following):

- Identify root cause/s of the truancy. It is crucial (yet sometimes overlooked) to build rapport with the student. This dialogue benefits all involved parties:
 1. Student: academic, social, physical, mental, behavioral health issues
 2. Parent/Guardian: home environment, work schedules, unsupervised time for student, special circumstances, etc.
 3. School: school environment, student's interaction with other adults and with other students, school schedule, etc.
- Consider possible solutions:
 1. These may include maximizing programs and services available in the school or community to involve the student.
 2. They could include pairing the student with a mentor (family member, teacher, school staff, community businesses, etc.).
 3. They may involve coordination of services to student and/or family to address health, social or financial issues.
 4. They may include activities intended to build self-esteem or confidence (e.g., the student may be asked to tutor elementary school students for some type of credit).
- Responsible party:
 1. Name of the person/agency that will take ownership for each stated solution (will ensure that the action step is completed).
 2. Contact information for each person/agency listed (to assist in monitoring/follow up).

Strengths (enter the following):

- Identify the strengths of the student, family and the school to support the goal of increasing attendance for the student. For example: If the student reads well, a solution could be the student tutoring elementary students. This engages the older student in a meaningful activity, increases confidence and supports his/her sense of responsibility by tutoring a younger student, thereby regular school attendance and academic success of both the older and younger student.
- Relate each strength to the plan's overall goal.
- If the student has plans for employment or further schooling after high school graduation, then appropriate activities could include:
 1. Discussing the ramifications of any future absences and how they could negatively impact those future plans.

2. Pairing the student with a business member in the field that interests the student. This may help the student to understand the relevance of what he/she is learning in school and future endeavors.
3. If the student has a single parent who works in the evening, leaving the student unsupervised, an appropriate action step could be to have a neighbor, extended family member or other adult either stay with the student or be in contact with the student during the parent's absence.
4. If the student values school and the absences occurred three days in a row, then perhaps this was an isolated incident. However, it should be made clear that consequences for the fourth absence will result in a citation to the magisterial district judge and referral to the county children and youth agency.

Consequences for Non-Compliance: Outline consequences for the student, parent/guardian, school and other participants, if they do not follow-through with the recommendations of the TEP and the BEC.

Benefits for Compliance: Benefits could include better grades for the student, graduation, higher graduation rates for the school, more involved community members, improved self-esteem, better relationship with parent/s and other adults, etc.

Outcome Meeting: (Approx. 2 weeks recommended) With school-family participants present, a follow-up meeting will be scheduled. At that time each responsible party listed in the Solutions section will report on the progress of their area of responsibility.

Outcome: The group members will list the outcome(s) of the TEP and outline next steps, if any.

- A copy of the TEP will be retained in the student's file electronically in Genius SIS.
- A copy of the TEP must be provided to the:
 - student
 - parent/guardian
 - appropriate school personnel

Truancy Elimination Plan

STUDENT INFORMATION

STUDENT NAME:

ID#:

DOB:

GENDER:

☐ FEMALE

☐ MALE

PARENT/GUARDIAN NAME:

PHONE:

STUDENT CELL:

PARENT CELL:

HOME:

STUDENT LIVES WITH:

☐ BOTH PARENTS

☐ MOTHER ONLY

☐ FATHER ONLY

☐ GUARDIAN

ADDRESS:

HEALTH CONCERNS / SPECIAL NEEDS / NOTES:

TEAM MEMBERS:

☐ Supervisor of Attendance

☐ Academic Dean

☐ Guidance Counselor

☐ Blended Classroom Teacher

☐ Student

☐ Parent/Guardian

☐ Academic Advisor

☐ Virtual Classroom Teacher

☐ Children & Youth Services

☐ Other _____

ATTENDANCE HISTORY

**DATE OF
ABSENCE**

ACTION TAKEN

NOTES

Select...

Select...

Select...

Select...

Select...

Select...

--

--

--

ASSESSMENT

Problems, Needs, Barriers, Contributing Factors for Truancy

DESCRIPTION

ACTION

RESPONSIBLE PARTY

STRENGTHS

Student/Family's Strengths

**DESCRIPTION
(SKILLS/RESOURCES/SUPPORTS)**

RELEVANCE TO THE PLAN

SOLUTIONS

How will all parties assure that the attendance goals are met?

DESCRIPTION

RESPONSIBLE PARTIES

COMPLETION DATE

CONSEQUENCES FOR NON-COMPLIANCE

BENEFITS FOR COMPLIANCE

This Truancy Elimination Plan was created collaboratively to assist the student in improving

attendance, to enlist the support of the parent/guardian and to document the school's attempts to provide resources to promote student success.

Student:		Date:	
Parent/Guardian:		Date:	
School Official:		Date:	
School Official:		Date:	
CC:			
Student <input type="checkbox"/>	Parent/Guardian <input type="checkbox"/>	Date for Follow-up Outcomes Meeting: <input type="text"/>	
School Personnel <input type="checkbox"/>	Other <input type="checkbox"/>		
RESULTS/STATUS OF THE FOLLOW-UP OUTCOMES MEETING			
<div></div>			
NEXT STEPS			
<div></div>			
<div></div>			

Dear <<PARENT>>,

This written notification is to make you aware <<STUDENT NAME>> (ID#) was unlawfully absent on <<DATE>>

Please provide the Attendance Department with a valid excuse for the absence through the *Excusal Request Form* found under the External Files tab in Parent Portal: <http://myschool.pacyber.org>. This important step will ensure your child is legally absent from school. If a valid excuse is not provided within three days of the absence, the absence will permanently remain unlawful.

A list of the [Penalties for Violation of Compulsory Attendance Requirements](#) can be viewed by clicking the link.

Thank you,

The Attendance Department

1-888-722-9237 ext. 7718

Link: [2014-2015 Student Attendance Policy](#)

Link: [Frequently Asked Questions - Student Attendance Policy](#)

Note: If your child is in the process of being withdrawn from PA Cyber, please follow up with your Academic Advisor to confirm.

Truancy Notice To School District of Residence (all letters should be on school district letterhead, and dated):

<DATE>

<School District Name>

<Address>

<City, PA Zip Code>

This letter is to officially notify your district that The Pennsylvania Cyber Charter School student, <STUDENT NAME>, <DOB xx-xx-xx>, of <ENTER STUDENT'S ADDRESS>, has been absent from school without a lawful excuse on the following dates: <DATE 1, DATE 2 and DATE 3 (add subsequent dates as appropriate)>. These absences are unlawful and, therefore, constitute a violation of the compulsory attendance provision of the Pennsylvania Public School Code (24 P.S. 13-1327).

It is the obligation of charter schools to report truancy of its students to the resident school district. PA Cyber includes its definition of truancy as “intentional unauthorized absence from school without the parent’s/guardian’s knowledge.”

PA Cyber has made repeated attempts to remedy the situation with <ENTER PARENT/GUARDIAN NAME>, and we have been unsuccessful in these attempts. We are currently in the process of setting up a school-family conference to develop a Truancy Elimination Plan. Please contact our attendance department if you plan on pursuing truancy.

Respectfully,

PA Cyber Supervisor of Attendance
1-888-722-9237, extension xxxx

cc: Guidance Counselor
Student File

10 Consecutive Unexcused Absences To Family (all letters should be on school district letterhead, and dated

Sent electronic mail, first class mail and certified mail, return receipt requested)

THIS SHOULD BE APPROVED BY YOUR ACADEMY DIRECTOR PRIOR TO SENDING

<Date>

<Parent/Guardian Name>

<Street Address>

<City, State Zip>

Dear <Parent Name(s)>,

At the Pennsylvania Cyber Charter School, it is our expectation that we remain in constant communication with the students and parents we serve. Your Instructional Supervisor and several support staff have attempted to contact you on numerous occasions by phone, email and letter in regards to your child's education and have yet to hear back from you.

Students who are enrolled with PA Cyber must be in compliance with mandatory state attendance laws and continuously show daily signs of progress in their course work. Failure to comply with these laws may result in your child's removal from our active membership roles.

In accordance with Act 22 Section 11.24 of the Pennsylvania Code a district can act to remove a student who has accumulated ten consecutive unexcused absences from its active membership roles. Your child has reached this threshold for unexcused, unlawful absences on the following dates: <include dates here>.

If we do not receive telephone contact by <date> and an official excuse provided by a physician, we will proceed with the withdrawal process and notify your residing school district that <student's name> is no longer enrolled in PA Cyber. Also, we will issue return labels to have all books, materials, and equipment returned immediately.

I can be reached at 1-888-722-9237, extension <xxxx>.

Sincerely,

<Director of Attendance>

cc: Guidance Counselor
Student File

10 Consecutive Removal From School (all letters should be on school district letterhead, and dated):

THIS LETTER SHOULD BE USED AFTER ALL PREVIOUS INTERVENTIONS HAVE BEEN EXHAUSTED AND WITH ACADEMY DIRECTOR APPROVAL. THE IS SHOULD WORK IN JUNCTION WITH ACADEMY DIRECTOR TO UPDATE BACKPACK ATTENDANCE.

THIS LETTER SHOULD BE MAILED TO THE SCHOOL DISTRICT AND A COPY SHOULD ALSO BE MAILED TO FAMILY

<DATE>
<School District Name>
<Address>
<City, PA Zip Code>

In accordance with Act 22 Section 11.24 of the Pennsylvania Public School Code, PA Cyber has removed <Student Name> of <Student Address> from active membership roles for ten consecutive unexcused absences. PA Cyber has determined that the above named student has been unlawfully absent on the following dates: <insert dates>

<Director of Attendance>

cc: Student File
cc: Guidance Counselor
cc: Family receives a copy of this notice

Third Unlawful Absence (sent via certified mail and return receipt requested)

Parent/Guardian Name

Address

City, PA Zip Code

OFFICIAL NOTICE OF CHILD'S ILLEGAL ABSENCE

Dear <PARENT'S (OR GUARDIAN'S) NAME>:

This letter is to officially notify you that <STUDENT NAME> has been absent from school without a lawful excuse on the following dates: <DATE 1, DATE2, and DATE 3 (add subsequent dates as appropriate)>. These absences are unlawful and, therefore, constitute a violation of the compulsory attendance provision of the Pennsylvania Public School Code (24 P.S. 13-1327).

Be advised that PA Cyber has officially notified your home school district of this offense and our repeated, documented, unsuccessful attempts to remediate the attendance issues. You are required to contact PA Cyber immediately upon receipt of this notice to schedule a family-school conference for development of a Truancy Elimination Plan. A team comprised of administrators, teachers and guidance counselor will work with you and your child to attempt to remedy the truant behavior. The goal of the Truancy Elimination Plan is to address any issues that are inhibiting your child from lawfully attending school and being successful in our education setting.

We strongly encourage you to ensure that your child receives no subsequent unlawful absences. The series of unexcused absences constitute a summary offense under the Public School Code for which penalties may be imposed against you as parent or guardian. Act 29 of 1995 provides for a \$300 fine and allows the court to impose parent education classes with your daughter or son and community service sentences for parents of a truant child who do not show that they took reasonable steps to ensure the child's school attendance. Act 29 also provides that truant students lose their driver's license for ninety (90) days for the first offense, and six (6) months for the second offense.

Sincerely,

<Supervisor of Attendance>

(Enclosures: Law)

cc: Guidance Counselor

STUDENT ATTENDANCE POLICY

All persons residing in the Commonwealth of Pennsylvania between the ages of six and twenty-one years are entitled to a free and full education in the Commonwealth's public schools. This right extends to migrant, homeless, pregnant, married, or emancipated students.

Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. All students enrolled in school must attend on a daily basis in accordance with the academic calendar. Parents and guardians are required by the compulsory attendance law to ensure their child attends an approved educational institution unless otherwise legally excused. Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner which may be no later than at the age of 8 years, until the age of 17 or graduation from a high school, whichever occurs first. A beginner is a child who enters a school district's lowest elementary school grade that is above kindergarten.

State law requires all students to receive educational instruction for:

Grade Level	Number of Days	Hours per Day	Hours per Year
<i>Kindergarten</i>	180	2.5	450
<i>First through Sixth</i>	180	5	900
<i>Seventh through Twelfth</i>	180	5.5	990

PA Cyber offers a degree of flexibility within the academic model permitting students to have access to the program outside of the traditional Monday through Friday academic week. Students may complete work on Saturday and Sunday; however, weekends do not replace week day attendance according to our attendance requirements. Additionally, PA Cyber's academic calendar is independent from all local school districts and does not include snow days. Students are required to be in attendance in accordance with days listed on the academic calendar.

Student enrolled at PA Cyber will meet attendance requirements by:

- Logging into the MySchool portal each day school is in session according to PA Cyber's academic calendar
- Attending all assigned live class sessions
- Maintaining adequate and consistent progress in coursework

"Adequate and consistent progress" is defined by completing all lessons and assignments in alignment with the recommended course pacing. Course pacing is determined by the teacher of each course.

It is recommended for all students without a scheduled live session on a school day to log into the LMS no later than 7:00pm to ensure they are completing the minimum required hours.

Blended Classroom (BC) - Live Session Attendance

Attendance in the live component of the Blended Classroom is *mandatory* for all students unless otherwise exempt by the Blended Classroom Teacher. The criteria used to exempt a student from mandatory attendance in a blended class is as follows:

- Kindergarten – Beginning November 1, 2014 if a student has a passing grade for the course, he/she will not be required to attend a live blended session unless otherwise noted by the classroom teacher.
- Grades First through Twelfth – Students with an overall grade of C or below and/or are not meeting adequate and consistent progress will be required to attend a live blended session unless otherwise noted by Blended Classroom Teacher. Students will receive an email on the 25th of each month to notify if attendance in the upcoming month is mandatory.

Attendance is strongly recommended for all live blended sessions. Mandatory blended classroom attendance is typically determined on a monthly basis; however, the Blended Classroom Teacher reserves the right to determine attendance status at any time based on the individual student's needs for success. Failure to attend a blended class session for any given subject area will result in an *unexcused absence* for the individual course session unless a valid excuse is provided within three (3) calendar days to the Attendance Department.

Students who miss more than 10 minutes of a class period may be marked as absent for the individual class at the teacher's discretion.

An accumulation of five (5) unexcused absences from any scheduled live session will equal one unlawful absence. This may be a combination of any virtual and/or blended courses.

Virtual Classroom (VC) - Live Session Attendance

Attendance in all assigned live, virtual sessions is *mandatory* for any student enrolled in a VC course. Failure to attend a virtual class session for any given subject area will result in an *unexcused absence* for the individual course session unless a valid excuse is provided within three (3) calendar days to the Attendance Department.

Students who miss more than 10 minutes of a class period may be marked as absent for the individual class based upon the teacher's discretion.

An accumulation of five (5) unexcused absences from any scheduled live session will equal one unlawful absence. This may be a combination of any virtual and/or blended courses.

ABSENCES

Parents/guardians are responsible for notifying the attendance department if their child is absent on a scheduled school day for any reason during the school year. All absences are treated as unlawful until a parent provides the school with a valid excuse.

Excused Absences

Excused or legal absences **must** be reported to the Attendance Department within three (3) calendar days of the absence. Failure to provide an excuse within this time frame will result in an unlawful absence.

The following reasons are considered lawful and excused in accordance with the Pennsylvania State Attendance Laws:

- **College Visit:** An excused absence may be approved for any student in 11th and 12th grade for college visitations. No more than three (3) absences will be excused for college visitations per school year. Written notification should be provided no later than 48 hours prior to the visit and approved by the Director of Attendance [Title 22 PA CODE 11.26].
- **Court Ordered Hearing:** An absence may be excused if resulting from the attendance of a student at the proceedings of a court or administrative hearing, if the student is a party to the action or under subpoena as a witness.
- **Death of a Family Member:** An absence may be excused for the death of a member of the student's immediate family. The immediate family of a student includes, but is not necessarily limited to parents, grandparents, brothers and sisters.
- **Family Educational Trip:** An absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity (non-PA Cyber related). Written notification should be provided at least fourteen (14) days prior to the trip and must be approved by the Director of Attendance. No more than five (5) total absences will be excused for family educational trips per school year [Title 22 PA CODE 11.26].
- **Family Emergency:** An absence resulting from an urgent reason may be excused. PA Cyber shall strictly construe the term "urgent reason" as it applies to such absences and such excuse does not permit irregular attendance [Title 22 PA CODE 11.25].
- **Illness or injury:** An absence may be excused in which either illness or injury prevents the student from being physically or mentally able to participate in school. A note from a Commonwealth licensed practitioner will be required for any student missing more than three (3) consecutive school days due to illness or injury [Title 22 PA CODE 11.25].
- **Maternity Leave:** Pregnancy itself does not exempt a student or parents from compulsory attendance laws. Documentation from a Commonwealth licensed practitioner is required to excuse a student who is prevented from attending school due to pregnancy related illness or complications. In cases of normal pregnancy, only a Commonwealth licensed practitioner's statement will be accepted for excusal to discontinue attendance prior to the birth of a child and resuming attendance after the birth.
- **Medical or Dental Appointment:** An absence resulting from a medical (health care or therapy) or dental appointment for the student may be excused. Students and parents should make every effort possible to schedule appointments outside of scheduled live classroom sessions. Notice should be given to the attendance department prior to the absence, except in the case of an emergency [Title 22 PA CODE 11.23].

- **Out-Of-School Program:** Students are encouraged to participate in opportunities which provide real world exposure such as cooperative education, community service, job shadowing, and/or internships/apprenticeships; however, these opportunities should not interfere with any scheduled live sessions. Such absences shall be treated as education trips; therefore, no more than five (5) excused absences from a *live* classroom session will be approved for out-of-school opportunities. Approval from the Director of Attendance must be obtained seven (7) days prior to the activity. Non-virtual students attending an out-of-school program must still log attendance for the school day in the MySchool portal.
- **Observance of a Religious Holiday:** An absence may be considered excused if the tenets of a bona fide religion, to which the student or parent/guardian adheres, require observance of a religious event. Written notification should be provided at least fourteen (14) days prior to the holiday and must be approved by the Director of Attendance [Title 22 PA CODE 11.21].

Reporting Excused Absences

All valid excuses as identified above should be submitted either electronically or telephonically by a parent or guardian.

- Electronic: Submit the *Excusal Request Form* found in the Parent Portal. ***Preferred***
- Telephone: Contact the Attendance Department at 1-888-722-9237, ext. 7718.

All supporting documentation such as, but not limited, to a physician note must be submitted to the school through an email attachment to attendance@pacyber.org or faxed to 717-558-0131. The student's name and student ID should be clearly communicated.

A maximum of ten (10) excused absences may be excused through written documentation by the parent; however, absences accumulating beyond ten (10) school days or the equivalent will require documentation from a Commonwealth licensed practitioner. The Director of Attendance holds the right to approve an excuse not listed if deemed appropriate and necessary.

Unexcused Absences

If a student has not met the attendance requirements and the school day is not determined to be excused, will be considered an unexcused/unlawful absence. The following reasons are considered unlawful and unexcused in accordance with the Pennsylvania State Attendance Laws:

- ***Babysitting / Caretaking***
- ***Chores***
- ***Gainful employment***
- ***Hunting, fishing, or other unapproved sporting events***
- ***Oversleeping***
- ***Truancy***
- ***Unapproved educational travel***
- ***Any other reason not approved as excused***

Students who are at any time in the school term unlawfully absent from school for ten (10) consecutive school days, can be removed from the active membership roll [Title 22 PA CODE 11.24].

No Internet Access or Power Outage

Internet access is essential for all cyber school students. In the event of internet failure or power outage, all students must have an alternative plan to go to a public library or public Wi-Fi enabled location with computer access to complete school work. If an alternate plan is not feasible due to extreme circumstances, notification to the Attendance Department must be made within 24 hours.

State Testing Attendance Policy

All students in grades 3-8 and high school are required to participate in PSSA's, Keystone's, and/or other state assessments according to the laws outlined by The Pennsylvania Department of Education. An unexcused absence can be recorded for any student who is absent on a given testing day and does not participate in testing.

During designated state testing days, the State Testing Attendance Policy supersedes PA Cyber's traditional attendance policy. If a student is absent during an assigned testing day, the absence will be recorded as unlawful unless a valid excuse is provided. Completing curriculum coursework instead of the state testing is not considered meeting attendance requirements during that time unless otherwise approved by the CEO.

Post-secondary Institutions

Any student enrolled in college level courses at a community college, 2 - 4 year college, or university as part of a dual-enrollment program must still log attendance for the day in the MySchool portal.

PA Cyber Family Link Events/Field Trips

Students may be excused from any live classroom sessions for participation in a PA Cyber sponsored Family Link event or field trip. Students should notify their teacher prior to the absence. The absence will be marked excused after the Attendance Department confirms with the authorized field trip supervisor that the student attended the event. Students are responsible for watching the playback of the missed live session and meet all assignment deadlines. **An Excusal Request Form does not need to be submitted. Attendance will be taken at the event.**

Notification of Absences

Any and all absences will be reported to parents by means of an automated phone reporting system as well as an automated e-mail sent to the student's and parent's school issued email account. All absences will be reported to parents/guardians the next scheduled school day because of the ability for students to log in and submit coursework over a period of 24 hours.

- *Excused Absence* – Parents must submit the *Excusal Request Form* online or call the Attendance Department for any valid excuse within three (3) calendar days for an absence to be approved as excused.
- *Unexcused Absence* – If the parent does not provide a valid excuse within three (3) calendar days or the child was absent for an unlawful reason, a child will be marked as unexcused.
 - *First Unexcused Absence* – Parents will be notified of the unlawful absence by means of an automated phone reporting system as well as an automated e-mail sent to the student's and parent's school issued email accounts.
 - *Second Unexcused Absence* - Parents will be notified of the unlawful absence by means of an automated phone reporting system as well as an automated e-mail sent to the student's and parent's school issued email accounts.
 - *Third Unexcused Absence* - Parents will receive an **Official Notification of Truancy** sent by certified US Postal mail. Parents will also receive notice through their school issued parent e-mail account and will be required to contact the school to set up a Truancy Elimination Plan (TEP). The school district of residence will be notified of the student's unlawful absences.
 - *Subsequent Absences/ Violation of the Truancy Elimination Plan* – Parents will be notified by means of an automated phone reporting system as well as an automated e-mail sent to the parent's school issued email account. Student may be referred to local county Children and Youth Services for intervention of the habitually truant child and/or may be required to appear in court for sanctions from a Magisterial District Judge.

Truancy Overview

Pennsylvania defines truancy as when a student of compulsory school age does not attend school for three or more days without a valid excuse for the absences. Every parent, guardian, or person in a parental relationship who is responsible for a student age eight up through seventeen is responsible for making sure the student of compulsory age attends school on a regular basis. PA Cyber will notify the school district of residence of any student who is truant.

Students enrolled in PA Cyber who are outside of compulsory age are still required to be in attendance according to the academic calendar. Truant students outside of compulsory age will be addressed through PA Cyber's Code of Conduct requiring progressive disciplinary measures to be taken. Students outside of compulsory age must be dropped from the active membership roll after 10 consecutive unexcused absences have accrued.

Preventing Truancy

Consistent attendance and progress are key factors in reaching academic success within our school. Every day a student is absent, he/she is missing critical instructional time, which may result in decreased academic performance. Once enrolled with PA Cyber, students and their parents will be held accountable for completing work in a manner consistent with the attendance policy and the specific requirements of their chosen academic curriculum.

PA Cyber is committed to developing creative approaches to ensure our students and parents are active participants in the child's education. Attendance will be closely tracked by teachers, Principals, Academic Deans, and the Attendance Department. PA Cyber understands children are truant for many reasons. We are dedicated to understanding and addressing such issues. Every effort will be made to keep youth in school and reduce referrals to county courts, child welfare, or juvenile justice systems in order to effectively intervene and eliminate truant behavior.

Truancy Elimination Plan

A Truancy Elimination Plan (TEP) is a school-family conference used to address chronic absences and/or academic difficulties. Students can be recommended for a TEP by the Supervisor of Attendance, teacher or other school staff.

Issues addressed will include, but are not limited to:

1. Appropriateness of the student's educational environment
2. Possible elements of the school environment that inhibit student success
3. Student's current academic level and needs
4. Social, emotional, physical, mental and behavioral health issues
5. Issues concerning family and home environment
6. Any other issues affecting the student's success

TEP meetings are an important step for the student's continued success; therefore, cooperation and participation by student and parent/guardian is mandatory.

Resulting Penalties of Truant Youth

The laws of the Commonwealth of Pennsylvania provide for a \$300 per day fine and allow the court to impose educational parenting classes and community service sentences upon parents of a truant student who do not show they took reasonable steps to ensure the student's school attendance. It provides that the parent and student must appear at a hearing before the Magisterial District Judge. This law also provides that truant students can lose their driver's license for 90 days for a first offense and six months for a second offense. Additionally, students under the age of 13 shall be referred to a county children and youth agency for possible disposition as a dependent child. The Magisterial District Judge has the ability to suspend all or portions of a sentence if the child is no longer habitually truant.

The Pennsylvania Cyber Charter School

(Revision Dates: 1/14/2008; 5/21/2012; 6/24/2013, 11/18/2013)

By Laws

Article 1: Name

Section 1: Name

The charter cyber-school will be known officially as “The Pennsylvania Cyber Charter School”, hereinafter sometimes abbreviated as “PA CYBER” or “the School”.

Section 2: Purpose

PA CYBER was organized to provide educational opportunities for success for students who have not have their needs met in a traditional educational setting. The three main groups of students to be targeted by the School are students who were formally home schooled, in alternative education settings, and/or sought a more challenging curriculum.

Section 3: Address

The official address of PA CYBER shall be 652 Midland Avenue, Midland, Pennsylvania, 15059-1469.

Article 2: Authority and Powers

Section 1: Authority

The authority to establish, equip, finish, operate and maintain the PA CYBER is vested in the Board of Trustees (“the Board”).

Section 2: Powers

The PA CYBER Board of Trustees shall establish a program of education for students (K-4, K-5 and grades 1 through 12) who seek either a diploma or a GED in the non-traditional setting. It shall adopt and enforce rules and regulations for the management of school affairs and the conduct and deportment of employees and students. Its procedures and policies shall be consistent with law, have rational and legitimate relationship to a legitimate purpose of the Board, and be directed towards the maintenance and support of a thorough and efficient education for its students.

The Board shall establish educational goals for the students enrolled in the program and govern a program of education to meet those goals. The Board shall be the agent responsible for establishing, maintaining and appraising the educational activities of the program in accordance with the law. No one individual is authorized to act on behalf of the Board to carry out any of the Board’s statutorily authorized powers.

The Board shall receive and disburse funds for charter school purposes only.

Section 3: Objectives of the Board

It is the objective of the Board to provide a computer managed learning system designed to meet individual student’s learning needs and styles and be directed towards future employment opportunities.

The Board will conduct its program in the most economical manner consistent with full value for the money spent.

The Board shall maintain high professional standards for teachers and staff, develop morale, and encourage in-service training.

Article 3: Functions

Section 1: Legislative

The Board shall exercise its rule-making power by adopting policies and procedures for the organization and operation of the cyber charter school known as The Pennsylvania Cyber Charter School. Policies and procedures, which are not dictated by other statutes, may be adopted, amended, or repealed at any meeting of the Board of Trustees, provided the proposal was on the agenda of a Board meeting.

These policies and procedures may be adopted, amended, or repealed.

All policies and procedures shall be printed in a Board manual. Adoption, modification, repeal or suspension of policies and procedures shall be recorded in Board meeting minutes.

Section 2: Executive

The Board shall exercise its executive power by appointment of a Board president who shall enforce state mandated and Board policies and procedures.

The Board is responsible for the hiring and discharge of all School employees.

The Board shall implement a procedure to inform its members and the School's employees of their responsibilities under the State Ethics Law.

Section 3: Review

The Board may assume jurisdiction over controversies or disputes arising within the School and hold hearings which shall offer the parties to the dispute, on notice duly given, a fair and impartial forum for the resolution of the matter.

Article 4: Membership

Section 1: Number

The Board of Trustees for The Pennsylvania Cyber Charter School shall consist of seven (7) to nine (9) members.

Section 2: Qualifications

Each Board member shall meet the following qualifications:

- a. S/he shall be of good moral character and at least eighteen (18) years of age.
- b. S/he shall not have been removed from any office of trust under federal, state, or local laws for malfeasance in such office.
- c. S/he shall, before entering into office, shall file a statement of financial interests pursuant to the State Ethics Law.
- d. Members of the Board of Trustees shall not be permitted, during their term, to serve as a member of the Board of any of the following entities:
 1. Midland Borough School District
 2. Lincoln Park Performing Arts Center
 3. Lincoln Park Performing Arts Charter School
 4. National Network of Digital Schools
- e. PA Cyber Board Members are also prohibited from being a consultant to any of the above-specified entities.

Section 3: Appointments

Board appointments shall be done at a public meeting.

Section 4: Vacancies

A vacancy occurring as a result of death, resignation, or otherwise shall be filled by the remaining Board members within thirty (30) days of the occurrence of the vacancy.

Section 5: Term

Beginning in 2015, the terms of the Trustees shall be staggered so that the terms of two or more Trustees expire in two years and the terms of two or more Trustees expire in three years. Terms shall be assigned to individual Trustees by lot.

Section 6: Removal

The removal of a Board member shall become effective upon the presentation of a resignation to the Board President and upon such date specified therein.

A Board member who neglects or refuses to attend two (2) successive regular Board meeting, unless detained by sickness or prevented by necessary absence; or, if attendance at any meeting, neglects or refuses to act in his/her official capacity; may be removed from his/her office on the affirmative vote of a majority of the Board members.

If an appointed person, having been notified, states "I refuse or neglect to qualify as a Board member", the remaining members may, within ten (10) days following the beginning of his/her term of office, declare said office vacant on the affirmative vote of a majority of the remaining Board members.

Section 7: Expenses

Board members shall be reimbursed for reasonable and necessary expenses actually incurred by the Board member for attendance to a pre-approved educational meeting or conference. All such expenses shall be itemized and made available for public inspection at the next succeeding Board meeting.

Section 8: Orientation

In order for each Board member to be effective, s/he shall be provided with a copy of the Policy Manual, current financial statements, and the most recent Strategic Plan.

Section 9: Code of Ethics

I. INTRODUCTION- GENERAL POLICIES AND GUIDELINES ON LEGAL AND ETHICAL STANDARDS

The maintenance of extremely high standards of honesty, integrity, impartiality, and conduct is essential to assure the retention of the students' and the public's trust in The Pennsylvania Cyber Charter School ("Pa Cyber"). The preservation of that trust and of the Pa Cyber's reputation requires close observance of these standards on the part of its Trustees and Officers.

Pa Cyber requires that its Trustees, Officers and other representatives avoid possible misconduct and conflicts of interest through informed judgment and careful regard for the standards of conduct and responsibilities as set forth in this Code. In all situations, including those where there are no applicable legal principals or the law is unclear or in conflict, Pa Cyber's Trustees and Officers are expected to conduct themselves in such a manner that can be supported by Pa Cyber and to exercise reasonable judgment in the discharge of their responsibilities.

Compliance with the Code of Ethics will be the responsibility of every representative of Pa Cyber, including but not limited to Trustees and Officers.

II. CONFIDENTIAL INFORMATION

The use of confidential information obtained through or as a consequence of employment with or acting as a Trustee or Officer for the Pa Cyber must be limited to the proper conduct of Pa Cyber's operations. Neither Pa Cyber nor any of its Trustees or Officers may use or

permit others to use such confidential information for the purpose of furthering a private interest or as a means of making a profit.

III. CONFLICT OF INTEREST

Policy - It is the policy of Pa Cyber that all Trustees, Officers, and other representatives must avoid potential conflicts of interest. A potential conflict exists whenever a Trustee, Officer, or other representative has an outside interest, direct or indirect, which conflicts with the individual's duty to Pa Cyber or adversely affects the individual's judgment in the discharge of his or her duties with Pa Cyber. The appearance of a conflict of interest may be just as damaging to Pa Cyber's reputation as a real conflict.

Pa Cyber's name is not to be used as leverage by Trustees or Officers to enhance their own opportunities when dealing with others in their political, investment, or retail purchasing activities.

In the event that a potential conflict of interest does arise involving a Trustee or Officer, its nature and extent should be fully disclosed immediately to Pa Cyber's Board of Trustees who will determine appropriate action to be taken.

Transactions with Trustees and Officers - No contract or transaction between Pa Cyber and a Trustee or Officer, or any organization in which the Trustee or Officer has a financial or beneficial interest or is serving as a trustee or officer shall be authorized unless it has been adopted and approved in accordance with The Public School Code of 1949, 24 P.S. § 1-101, et seq.

Employment — Trustees and Officers should carefully scrutinize outside employment to avoid potential conflicts of interest.

Participation in Public Affairs - It is the philosophy of Pa Cyber to encourage a full awareness and interest in civic and community responsibility. The Trustees and Officers shall have the opportunity to support civil or community activities as they desire.

Corporate and Community Directorships, Public Office and Commissions – Trustees and Officers must be constantly aware when considering election or appointment to corporate or community boards, public offices, or commissions, that serving in such capacity will not place them in a position where a potential conflict of interest may exist.

Unless specifically approved by the Board or designee committee of the Board, a Trustee or Officer shall not serve on the Board of Trustees of any entity which is in direct competition with Pa Cyber. Should a conflict develop, Pa Cyber reserves the right to request the Trustee or Officer involved to divest himself or herself of one of the conflicting interests.

IV. IMPROPER USE OF SCHOOL POSITION OR PROPERTY

Gifts Received by Trustees and Officers – Pa Cyber expects all Trustees and Officers to render efficient and courteous service to the students of Pa Cyber at all times without expectation of reward. To avoid even the implication of any impropriety, it is important that any cash or gifts be declined or redirected to Pa Cyber as a contribution.

Preferential Treatment - A Trustee or Officer shall not acquire or appropriate to his or her own personal use any of Pa Cyber's property, service, or revenue opportunity on the basis of or under situations not available to members of the public.

Political Involvement - A Trustee or Officer shall not use Pa Cyber funds for the purpose of making contributions or expenditures in connection with the support of any candidate for any election to any local, state or federal office.

Improper Transactions and Payment - It is commonly recognized that there is a direct correlation between illegal or improper payments and inaccurate records. To guarantee the accuracy of the Charter School's books and records, the following principles shall be observed:

1. All transactions or conduct of school business shall be properly reflected in Pa Cyber's books;
2. Unrecorded funds, money or other assets of Pa Cyber shall not be established or maintained;

3. Any payment is prohibited if no record of its disbursement is entered in Pa Cyber's accounting records; and
4. False and/or fictitious entries in the books or records of Pa Cyber or issuing false or misleading documents shall be prohibited.

V. ADMINISTRATION OF THE CODE OF ETHICS

The Board of Trustees has adopted this Code of Ethics and delegated to the Chairperson and Executive Committee the responsibility for its administration throughout Pa Cyber.

It is the responsibility of all Trustees, Officers, and representatives of Pa Cyber to be familiar with this Code of Ethics and to abide by the letter and spirit of its provisions at all times.

VI. STATEMENT OF FINANCIAL INTEREST

The Public Office and Employee Ethics Act requires appointed members of boards and commissions to file annual statements of their personal financial interests. This filing requirement applies to the members of Pa Cyber's Board of Trustees. Board members are required to file annually by May 1; a copy of these must be kept on file at the school. Board members appointed to the Board between January 1 and May 1 must file their report no later than May 1 of the year in which they were appointed. Board members appointed after May 1 must file their report by May 1 of the following year. Only one Statement of Financial Interest is required for each year.

A penalty may be assessed for failure to file. Failure to file is considered a misdemeanor with a possible fine up to \$1,000 or imprisonment for not more than one year and/or both.

Article 5: Organization

Section 1: Organization Meeting

The Board of Trustees shall meet and organize annually at the regularly scheduled Board of Trustee meeting during the month of July. Notice of the time and place shall be given to all Board of Trustee members at least five (5) days in advance.

Section 2: Order

The organization shall be called to order by the past president or solicitor who shall preside over the election of the new officers.

Section 3: Officers

The Board of Trustees shall annually, at the regularly scheduled Board of Trustee meeting during the month of July, elect from their members a President, Vice-President, Secretary and Treasurer.

Election of the officers shall be by majority of those present. Where no majority is achieved on the first ballot, a second ballot shall be cast for the two (2) candidates who received the greatest number of votes.

Section 4: Duties of Officers

The duties of the officers of the Board of Trustees for The Pennsylvania Cyber Charter School shall be consistent with the duties of officers described in the Pennsylvania School Boards Association's manual (Sc 426-422).

Section 5: Appointments

The Board shall appoint a school solicitor, an independent auditor, and such other assistants, clerks, and employees, as the Board deems necessary and proper. Appointees shall serve at the pleasure of the Board and may be removed, at any time, by majority vote of the Board.

Section 6: Resolutions

The Board shall:

- a. designate a depository for school funds.
- b. designate a newspaper(s) of general circulation for school notices.
- c. designate a day, place, and time for regular meetings.

Section 7: Committees

A committee shall consist of at least one Board member and selected others that may consist of students, parents, community and business leaders, educational consultants, etc. as needed for the committee's purpose.

Committees shall, when specifically charged to do so, conduct studies, make recommendations, and act in an advisory capacity, but shall not take action on behalf of the Board.

No action of any committee shall be binding unless the committee has been previously empowered by the Board to take such action.

No more than three (3) Board members may serve on the same committee.

Any Board member may attend any committee meeting.

The Board President is an ex-officio member of all committees.

Article 6: Procedures

Section 1: Parliamentary Authority

Robert's Rules of Order (the most current edition) shall govern the Board meetings.

Section 2

A quorum shall consist of four (4) Board members for a seven (7) member Board and five (5) Board members for more than seven (7) members. No business may be transacted without a quorum.

Section 3: Notice

All Board meetings shall be noticed by publication of the date, time, and place of such meetings in a newspaper of general circulation. Notice of regular meetings shall be given at least three (3) days prior to the first regular meeting. Twenty-four (24) hours notice should be given prior to special meetings.

Section 4: Hearing of Citizens

A student, parent or community member may address the Board in accordance with the Board's rules.

Section 5: Voting

The following actions require the recorded affirmative vote of the majority of the quorum of present Board members: all budgetary motions, staff hiring's and dismissals, technology and software acquisition, curriculum changes without school administration

recommendation, length of school year, establishing additional programs or schools, reorganization into a larger school district, removing Board officers, and policy and procedure changes.

Section 6: Minutes

The Board shall retain as a permanent record, minutes of all meetings which shall be comprehensible and complete and show: date, time and place of meeting; names of members present; presiding officer, official actions; recorded votes of each member on all matters; testimony of citizens giving testimony. Minutes shall be approved at the next succeeding meeting. Minutes shall include details of the meeting in order to verify the following:

- a. The Board Members have made financial reviews;
- b. That management reviews are being conducted;
- c. That contracts are being approved by the Board of Trustees within the framework of applicable laws and regulations and that purchases of goods and services shall be accomplished in accordance with good business practices with the primary purpose of servicing the program of instruction. Purchasing procedures shall exist to guide the daily administration of purchasing activity. As such, contracts within the scope defined by the Board of trustees can be entered into by employees designated to do so as needed for the purpose of servicing the program of instruction and then submitted for approval at the next subsequent Board of Trustee meeting.
- d. That real property transactions are being pre-approved by the Board

Section 7: Adjournment

The Board may at any time recess or adjourn upon a majority vote of those present. At the next meeting, business shall take up at the point in the agenda where the motion to adjourn was acted upon.

Section 8: Executive Session

The Board may meet in executive session, as authorized by the Pennsylvania Sunshine Act.

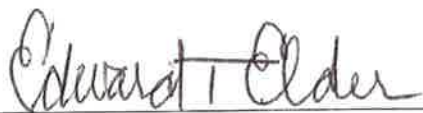
Section 9: Participation by Electronic Communication

Any Member of the Board of Trustees may participate in any meeting of the Board of Trustees, by electronic or telephonic communications, whereby the Board Member who is participating from a remote location will be able to hear all the Board Members who are present at the meeting, and the Board Members who are present at the meeting will be able to hear the Board Member who is participating from the remote location.

Section 10: Revocation or Denial of Charter

In the event that the Pennsylvania Department of Education revokes or denies renewal of the School's charter, dissolution and disposition of the School's assets shall occur in accordance with applicable law, including but not limited to the Pennsylvania Charter School Law.

ADOPTED, by the Board of Trustees of the Pennsylvania Cyber Charter School this 18th day of November 2013.



(Board President)



(Board Secretary)

Revised: 1/14/08; 5/21/12; 6/24/13; 11/18/13

Caller 3	Level of contact from t	Lincoln Interactive	will attend a pu	No	Attempt 1	No		2	2	2	2	4	3	4	4	3	N/A	3	4	4	4	2	3	3	4	4	3
Caller 3		Lincoln Interactive		No	Attempt 1	Yes		2	4	3	2	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 4	Level of contact from t	Lincoln Interactive	will attend anot	No	Attempt 2	Yes		2	5	3	2	5	5	5	5	5	N/A	5	5	5	5	N/A	N/A	N/A	3	4	3
Caller 5	Level of contact from t	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		2	3	2	3	5	5	4	5	4	4	4	4	4	5	1	4	4	4	4	
Caller 5	Program is overwhelm	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		2	4	3	3	3	3	3	3	N/A	N/A	N/A	4	4	4	1	1	1	1	1	
Caller 5	Program is overwhelm	Lincoln Interactive	will attend a pu	Yes	Attempt 2	Yes		2	4	3	3	3	5	2	5	N/A	N/A	2	3	5	5	N/A	4	4	3	5	
Caller 5	Program is overwhelming for the student		will pursue a GE	No	Attempt 1	Yes		2	5	5	5	N/A	5	5	5	N/A	N/A	N/A	5	5	5	5	5	N/A	N/A	5	
Caller 7	Other	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		2	2	2	3	5	5	5	5	5	3	3	5	1	1	2	2	4	4	2	
Caller 7	Other	Virtual Classroom Only	has no immedia	No	Attempt 1	Yes		2	1	2	3	2	3	3	3	N/A	2	2	2	3	3	2	1	1	1	2	
Caller 7	Program is overwhelm	Combination	will pursue a GE	No	Attempt 1	Yes		2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 7	Other	Combination	will be homesch	No	Attempt 1	Yes		2	1	1	2	3	3	3	5	N/A	2	1	3	2	3	3	4	3	3	4	
Caller 7	Other	Lincoln Interactive	will be homesch	No	Attempt 1	Yes		2	2	3	2	1	2	3	1			1	5	1	1	3	4	1	2	1	
Caller 7	Other		will attend a pu	No	Attempt 1	Yes		2	3	1	1	1	1	3	3	N/A	N/A	3	3	5	5	2	3	3	3	5	
Caller 7	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		2	2	5	5	1	1	3	3	N/A	1	1	1	1	1	1	5	2	2	2	
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		2	2	1	2	4	4	1	4	N/A	N/A	3	3	1	1	1	4	3	3	4	
Caller 7	Other	Calvert	will attend a pu	No	Attempt 1	Yes		2	3	1	2	3	4	2	4	N/A	N/A	3	3	4	4	1	3	4	3	3	
Caller 7	Program is overwhelm	Calvert	will attend a pu	No	Attempt 1	Yes		2	1	1	1	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5	
Caller 7	Other	Combination	will attend a pu	No	Attempt 2	Yes		2	1	1	1	2	1	2	1	N/A	N/A	N/A	2	3	1	1	3	N/A	1	2	
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		2	2	2	2	3	4	4	4	N/A	N/A	3	4	4	4	3	3	3	3	2	
Caller 7	Socialization concerns	Calvert	will attend a pu	No	Attempt 3	Yes		2	2	2	2	3	2	5	5	N/A	N/A	1	1	N/A	1	1	3	2	1	2	
Caller 7	Socialization concerns	Calvert	will attend a pu	No	Attempt 3	Yes		2	2	2	2	2	3	2	5	N/A	N/A	1	1	N/A	1	1	3	2	1	2	
Caller 7			will attend a pu	No	Attempt 3	Yes		2	2	1	2	2	5	5	5	N/A	N/A	3	1	3	1	1	1	3	1	3	
Caller 9		Virtual Classroom Only	will attend a ch	No	Attempt 1	Yes		2	4	5	5	5	5	3	3	N/A	5	N/A	5	5	5	4	5	5	5	3	
Caller 9		Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		2	2	2	2	3	4	4	4	N/A	2	1	3	3	2	2	2	3	4	3	
Caller 9		Lincoln Interactive	will attend anot	No	Attempt 1	Yes		2	4	4	4	4	4	4	4	3	2	4	4	4	4	2	2	3	3	2	
Caller 9		Lincoln Interactive	will attend anot	No	Attempt 1	Yes		2	3	3	2	3	4	4	4	3	2	2	3	3	3	2	2	3	3	2	
Caller 9		Virtual Classroom Only	will attend anot	No	Attempt 1	Yes		2	2	1	1	3	3	4	4	N/A	4	4	4	4	4	3	2	3	3	3	
Caller 9			will attend a pu	No	Attempt 1	Yes		2	2	1	1		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	4	4	4	
Caller 9		Lincoln Interactive	will be homesch	No	Attempt 3	Yes	Yes	2	2	1	2	2	N/A	N/A	N/A	4	3	4	4	4	4	4	4	4	3	3	
Caller 1	Other	Calvert	will be homesch	No	Attempt 1	Yes		3	4	N/A	N/A	N/A	3	4	3	N/A	N/A	3	N/A	N/A	N/A	N/A	4	4	3	4	
Caller 1	Other	Calvert	will attend a ch	No	Attempt 1	Yes		3	5	N/A	N/A	N/A	5	3	4	5	N/A	N/A	5	5	4	1	3	1	2	4	
Caller 1	Other	Calvert	will be homesch	No	Attempt 1	Yes		3	4	N/A	N/A	N/A	3	4	3	N/A	N/A	3	N/A	N/A	N/A	4	4	4	3	4	
Caller 1	Other	Combination	will be homesch	No	Attempt 1	Yes		3	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	
Caller 1	Other	Combination	will be homesch	No	Attempt 1	Yes		3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	
Caller 1	Other	Lincoln Interactive		No	Attempt 1	Yes		3	4	4	3	4	4	3	4	N/A	N/A	2	4	3	3	2	1	2	4	3	
Caller 1			will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Little Lincoln	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Program is overwhelm	Calvert	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Lincoln Interactive	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Calvert	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Misses friends	Combination	will attend a pu	Yes	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	
Caller 1	Program is overwhelm	Calvert	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1		Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Program is overwhelm	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Program is overwhelming for the student		will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Program is overwhelm	Calvert	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Supervising parent/adu	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Calvert	will attend a pri	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Supervising parent/adu	Calvert	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Little Lincoln	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Combination	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	3	3	3	3	
Caller 1	Program is overwhelm	Calvert	will attend a pu	No	Attempt 1	Yes		3	2	2	2	2	2	2	3	3	2	2	2	3	3	3	3	3	3	3	
Caller 1	Program is overwhelming for the parent/super		will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Program is overwhelm	Combination	will pursue a GE	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	4	4	4	4	4	4	2	4	4	4	4	
Caller 1	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Supervising parent/adu	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Lincoln Interactive	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Level of contact from t	Calvert	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	4	4	4	
Caller 1	Socialization concerns	Program is overwhelm	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Level of contact from t	Virtual Classroom Only	will attend anot	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Level of contact from t	Lincoln Interactive	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Little Lincoln	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Virtual Classroom Only	will be homesch	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Student lacks motivati	Virtual Classroom Only	has no immedia	No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1		Combination		No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Misses friends	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 1	Misses friends	Lincoln Interactive	will attend a pu	No																							

Caller 2	Program is overwhelming	Calvert	will attend a pu	No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 2	Program is overwhelming	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 2	Program is overwhelming	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 2	Student lacks motivation	Calvert	will attend a pu	No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 2	Level of contact from t	Calvert	will attend a pu	No	Attempt 2	Yes	No	3	4	2	3	1	3	3	3	N/A	N/A	4	1	4	5	1	N/A	1	5	5	2		
Caller 2	Level of contact from t	Combination	will attend a ch	No	Attempt 1	Yes	No	3	4	2	3	3	5	3	3	N/A	5	5	4	4	4	1	5	3	4	4	4	4	
Caller 2	Student lacks motivation	Calvert	will pursue a GE	No	Attempt 1	Yes	No	3	4	3	3	5	3	4	N/A	N/A	N/A	3	5	4	3	N/A	N/A	N/A	3	5			
Caller 2	Student lacks motivation	Calvert	will pursue a GE	No	Attempt 1	Yes	No	3	5	4	4	5	5	5	5	N/A	N/A	N/A	5	5	5	N/A	N/A	N/A	5	5			
Caller 2	Program is overwhelming	Lincoln Interactive	will attend a ch	No	Attempt 1	Yes	No	3	3	1	1	N/A	5	3	3	N/A	N/A	2	N/A	4	4	1	4	4	2	4	4	4	
Caller 2	Socialization concerns;#	Program is overwhelming for the paren	No	Attempt 1	Yes	No	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 2	Program is overwhelming for the student;#	Student lacks motiva	No	Attempt 1	Yes	Yes	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No		No	3	3	2	2	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 3	Socialization concerns	Lincoln Interactive	will attend a pu	No		No	3	3	3	3	3	3	3	4	4	3	N/A	3	3	4	4	3	3	4	4	3	4	4	
Caller 3	Moving out of state	Lincoln Interactive	will attend a pu	No		No	3	3	3	3	3	3	3	4	4	3	N/A	3	4	5	5	4	3	4	4	5	4	4	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No		No	3	3	3	3	4	4	5	5	3	3	3	3	3	3	3	3	3	3	4	4	4	4	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No		No	3	3	3	3	3	3	3	4	4	3	3	3	4	4	3	4	4	3	3	3	3	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No		No	3	4	3	3	3	3	4	5	4	N/A	4	4	5	5	3	3	3	3	3	4	4	4	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No		No	3	3	3	3	3	3	5	4	3		3	4	4	5	3	3	3	4	4	5			
Caller 3	Program is overwhelming	Combination	will attend a pu	No		No	3	3	3	3	3	3	3	3	3	N/A	3	3	4	4	3	3	3	3	3	3	3	3	
Caller 3	Level of contact from t	Little Lincoln	will attend a pu	No		No	3	3	3	3	2	2	5	5	3	N/A	3	3	4	4	3	2	2	2	2	2	2	2	
Caller 3	Program is overwhelming	Combination	will attend a pu	No		No	3	3	4	3	3	4	4	3	3	N/A	3	4	4	4	3	3	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes	3	4	3	3	3	3	3	3	3	N/A	3	3	4	4	3	3	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	4	4	4	4	4	4	4	2	3	2	3	3	3	2	3	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 1	Yes	3	4	3	4	5	4	4	4	3	3	3	4	4	4	4	3	3	4	5	4	4	4	
Caller 3	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 1	Yes	3	3	3	3	3	4	4	4	4	3	3	4	4	4	4	3	4	4	4	4	4	4	
Caller 3	Level of contact from t	Little Lincoln	will attend a pu	No	Attempt 1	No	3	3	3	3	3	3	3	4	3	2	2	2	4	4	4	2	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 1	Yes	3	4	3	3	4	4	3	4	2	3	2	3	5	5	3	3	3	3	3	4	4	4	
Caller 3	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 1	Yes	3	3	3	3	3	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 1	Yes	3	3	3	3	4	4	3	3	2	3	3	3	4	4	4	3	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 1	Yes	3	4	3	3	3	4	4	4	4	2	3	2	4	4	4	3	3	3	4	4	4	4	
Caller 3	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 1	Yes	3	4	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 3	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	3	4	4	4	4	4	3	4	2	3	2	3	3	3	2	3	3	3	3	3	3	
Caller 3	Other	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes	3	3	3	3	4	4	4	4	4	3	3	2	3	3	3	3	4	4	3	3	3	3	
Caller 3	Other	Little Lincoln	will be homesch	No	Attempt 1	Yes	3	3	2	5	3	5	5	5	5			2	2	2	2	2	4	4	2	3	5		
Caller 3	Calvert	will be homesch	No	Attempt 1	Yes		3	3	2	5	3	5	5	5	5		4	2	2	2	2	2	4	4	2	3	5		
Caller 3	Little Lincoln	will be homesch	No	Attempt 1	Yes		3	3	2	5	3	5	5	5	5		4	2	2	2	2	2	4	4	2	3	5		
Caller 3	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes		3	5	3	3	5	5	5	5	3	3	3	3	3	5	5	5	5	5	5	5	5	5	
Caller 3	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		3	4	3	3	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	
Caller 3	Level of contact from t	Virtual Classroom Only	will be homesch	No	Attempt 3	Yes	3	3	4	5	4	5	5	5	5	5	5	5	3	3	1	4	4	4	5	5	5	5	
Caller 4	Other	Calvert	will attend a pu	No		Yes	3	4			N/A	3	3	3	3	3	3	N/A	4	2	3	3	4	3	4	3	4	3	
Caller 4	Socialization concerns;	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	4	3	3	5	5	2	4	N/A	N/A	4	4	5	5	1	3	3	3	5	5	5	5	
Caller 4	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	3	3	3	2	5	5	5	3	N/A	2	4	5	1	1	4	5	2	5	5	5	5	
Caller 4	Socialization concerns	Lincoln Interactive	will attend anot	No	Attempt 2	Yes	3	5	2	2	5	5	5	4		1	3	5	3	3	1	3	3	4	3	3	3	3	
Caller 4	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	5	1	1	N/A	5	3	3	5	N/A	5	N/A	5	5	1	4	4	3	5	4	4	4	
Caller 4	Socialization concerns;	Lincoln Interactive	will attend a pu	Yes	Attempt 2	Yes	3	4	4	4	2	5	3	5	4	3	3	3	2	2	3	2	3	2	3	4	3	3	
Caller 4	Other	Lincoln Interactive	will attend a ch	No	Attempt 3	Yes	3	4	4	4	4	4	4	4	4	N/A	N/A	4	4	4	5	2	4	3	3	5	5	5	
Caller 4	Socialization concerns		will attend a pu	No		Yes	3	3	1	1	1	5	5	5	N/A	N/A	N/A	1	5	1	2	4	4	5	5	4	4	4	
Caller 5	Other	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes	3	3	1	1	2	5	4	5	N/A	N/A	N/A	5	3	3	1	2	4	4	4	5	5	5	
Caller 5	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	4	4	5	5	5	4	5	2	3	4	5	3	1	4	4	5	4	5	4	5	5	
Caller 5	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	3	5	5	1	2	4	4	3	N/A	3	2	4	1	4	3	3	2	5	4	5	5	
Caller 5	Level of contact from t	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	3	2	3	2	4	3	3	2	N/A	2	4	4	2	5	4	4	1	3	3	3	3	
Caller 5	Level of contact from t	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	3	2	3	2	4	3	3	2	N/A	2	4	4	2	5	4	4	1	3	3	3	3	
Caller 5	Misses friends	Lincoln Interactive	will attend a pri	No	Attempt 1	Yes	3	3	5	5	1	2	4	4	3	N/A	3	2	4	1	4	3	3	2	5	5	5	5	
Caller 5	Other	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	3	3	2	3	5	5	4	4	4	N/A	3	N/A	5	N/A	1	1	3	1	3	4	5	5	
Caller 5	Socialization concerns	Combination	will attend a pu	No	Attempt 1	Yes	3	2	3	3	3	5	5	5	5	4	4	3	3	5	5	3	3	4	5	4	4	4	
Caller 5	Misses friends	Combination	will attend a pu	No	Attempt 2	No	3	5	4	4	5	5	5	5	5	N/A	N/A	5	5	5	3	5	5	3	5	5	5	5	
Caller 5	Program is overwhelming	Lincoln Interactive	will attend anot	No	Attempt 2	Yes	3	5	4	4	N/A	4	4	2	2	N/A	3	N/A	5	5	5	4	3	3	4	5	4	3	
Caller 7	Misses friends	Little Lincoln	will attend a pu	No	Attempt 2	Yes	3	4	2	3	2	4	3	5	N/A	5	5	1	3	1	1	4	3	3	5	5	5	5	
Caller 7	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes	3	5	4	4	4	5	5	5	2	N/A	N/A	4	5	5	5	3	2	4	4	5	4	4	
Caller 7	Socialization concerns;	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	3	4	3	3	3	5	3	5	N/A	N/A	N/A	2	2	4	3	3	3	4	2	3	3	3	
Caller 7	Program is overwhelming	Combination	will attend anot	No	Attempt 1	Yes	3	4	2	2	3	5	4	4	N/A	5	5	4	5	5	4	3	N/A	3	5	5	5	5	
Caller 7	Socialization concerns;	Combination	will attend a pu	No	Attempt 1	Yes	3	3	1	2	2	2	3	4	4	4	4	2	5	5	3	3	3	3	3	2	3	2	
Caller 7	Other	Lincoln Interactive	will attend a pri	No	Attempt 1	Yes	3	3	3	2	3	3	4	4	N/A	N/A	3	5	N/A	1	2	4	3	3	3	3	3	3	
Caller 7	Other	Lincoln Interactive	will be homesch	No	Attempt 1	Yes	3	2	2	3	2	2	3	1	N/A	N/A	1	5	1	1	3	4	1	2	1	2	1	4	4
Caller 7	Other	Lincoln Interactive	will be homesch	No	Attempt 1	Yes	3	2	2	3	2	2	3	1	N/A	N/A	1	5	1	1	3	4	1	2	1	2	1	4	4
Caller 7	Other	Lincoln Interactive	will be homesch	No	Attempt 1	Yes	3	3	3	3	3	3	3	3	2	2	2	2	2	2	1	2	2	2	2	2	2	2	
Caller 7	Socialization concerns	Lincoln Interactive</																											

Caller 7	Socialization concerns	Virtual Classroom Only	will attend a pu	No	Attempt 3	Yes		3	3	3	3	1	2	4	4	N/A	1	1	1	1	1	3	2	4	3	3	3	
Caller 7		Combination	will attend a pu	No	Attempt 2	Yes		3	3	3	3	3	4	4	4	N/A	3	3	3	5	5	2	2	3	2	4	2	
Caller 8	Program is overwhelming	Lincoln Interactive	will attend a pu	Yes	Attempt 1	Yes		3	5	5	5	1	5	5	4	5	N/A	N/A	5	1	5	5	4	3	N/A	1	3	N/A
Caller 8	Other	Lincoln Interactive	has no immedia	Yes	Attempt 3	Yes		3	3	4	4	4	3	5	5	4	N/A	4	4	4	4	1	5	5	5	5	3	
Caller 8	Level of contact from the	Calvert	will attend a pu	No		Yes		3	4	3	3	5	3	4	4	3	N/A	4	5	N/A	3	1	3	3	3	3	5	
Caller 8	Program is overwhelming	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		3	3	2	2	1	3	4	4	2	1	N/A	1	1	1	1	4	4	1	3	3	
Caller 8	Program is overwhelming for the parent/super	Calvert	will attend a pu	No	Attempt 1	Yes		3	3	3	3	3	4	3	4	N/A	N/A	3	3	4	4	2	4	4	3	3	3	
Caller 8		Calvert	will attend a ch	No	Attempt 1	Yes		3	5	5	5	3	4	5	5	5	N/A	5	4	5	5	3	4	5	5	5	5	
Caller 9	Program is overwhelming	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes		3	3	3	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	5	N/A	4	4	3	
Caller 9	Program is overwhelming	Missouri	will attend a pu	No	Attempt 3	Yes		3	3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	
Caller 9	Misses friends	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes		3	3	3	5	5	5	5	5	N/A	3	N/A	3	3	3	3	3	3	3	3	3	
Caller 9	Misses friends		will attend a pri	No	Attempt 1	Yes		3	3	3	3	3	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	4	
Caller 9	Program is overwhelming	Virtual Classroom Only	has no immedia	No	Attempt 3	Yes		3	3	3	4	3	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	4	
Caller 9	Program is overwhelming for the student		will attend a pu	No	Attempt 1	Yes		3	3	3	4	4	4	4	4	N/A	N/A	N/A	4	4	4	3	3	2	4	4	3	
Caller 9			will attend a pu	No	Attempt 2	Yes		3	3	3	3	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	4	
Caller 9		Calvert	will be homesch	No	Attempt 1	Yes	No	3	3	3	4	4	4	4	4	4	N/A	N/A	N/A	2	4	2	4	4	4	2	1	
Caller 9	Misses friends	Virtual Classroom Only	will attend a pri	No	Attempt 2	Yes	No	3	3	3	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	1	4	N/A	4	4	4	3	
Caller 9	Level of contact from the school		will be homesch	No		Yes	Yes	3	2	3	3	3	4	4	4	N/A	N/A	4	4	N/A	2	4	N/A	N/A	4	4	4	
Caller 9	Level of contact from the	Combination	will be homesch	No	Attempt 2	Yes	Yes	3	3	3	3	3	N/A	N/A	N/A	N/A	3	3	3	N/A	3	4	4	N/A	N/A	N/A	4	
Caller 9	Level of contact from the	Combination	will be homesch	No	Attempt 2	Yes	Yes	3	3	3	3	3	N/A	N/A	N/A	N/A	3	3	3	N/A	3	3	N/A	N/A	N/A	3	3	
Caller 9			will attend a pu	No	Attempt 1	Yes	Yes	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	N/A	N/A	N/A	N/A	N/A	
Caller 9	Socialization concerns	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	No	3	N/A	3	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	2	N/A	N/A	N/A	N/A	4	
Caller 9	Misses extracurricular	Combination	will attend a pri	No	Attempt 1	Yes	Yes	3	4	4	4	4	4	3	4	N/A	N/A	N/A	4	N/A	4	3	4	4	4	4	4	
Caller 9	Misses extracurricular	Calvert	will attend anot	No	Attempt 1	Yes	Yes	3	2	2	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	4	4	4	4	3	
Caller 9	Misses friends	Combination	will attend a pu	No	Attempt 1	Yes	Yes	3	3	3	3	3	N/A	N/A	4	N/A	4	3	4	N/A	4	3	4	4	4	4	4	
Caller 9	Level of contact from the	Combination	will attend a pu	No	Attempt 1	Yes	Yes	3	3	2	2	4	4	N/A	N/A	4	4	4	4	4	4	4	4	4	N/A	N/A	4	
Caller 9	Misses friends	Combination	will attend a pu	No	Attempt 2	Yes	Yes	3	3	3	3	N/A	N/A	N/A	N/A	N/A	3	3	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	No		4	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4	4	4	
Caller 1	Moving out of state	Combination	will attend a pu	No	Attempt 1	Yes		4	4	3	3	N/A	5	4	4	N/A	4	2	N/A	4	4	3	3	3	4	5	4	
Caller 1	Other	Calvert	will attend a pri	No	Attempt 1	Yes		4	5	4	4	N/A	5	5	5	5	N/A	N/A	N/A	N/A	N/A	4	4	4	4	5	5	
Caller 1	Program is overwhelming	Calvert	will be homesch	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	N/A	N/A	3	4	2	4	5	3	4	5	4	4	
Caller 1	Misses friends;#Other	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	5	5	5	5	4	5	5	5	5	4	4	4	4	4	4	5	5	
Caller 1	Misses friends;#Other	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	5	5	5	5	5	5	5	5	5	5	4	5	4	4	5	5	5	
Caller 1	Program is overwhelming for the student;#Other		will attend a pri	No	Attempt 1	Yes		4	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	3	4	5	4	
Caller 1	Misses friends	Lincoln Interactive	will attend a ch	No	Attempt 1	Yes		4	5	2	2	4	5	4	5	N/A	4	4	4	2	5	2	1	3	5	4	4	
Caller 1	Other		will be homesch	Yes	Attempt 1	Yes		4	4	4	4	4	4	4	4	N/A	N/A	N/A	N/A	N/A	1	5	4	3	5	5	5	
Caller 1	Program is overwhelming for the student		will pursue a GE	No	Attempt 1	Yes		4	4	4	4	4	5	5	5	N/A	4	4	4	5	5	4	4	4	3	5	5	
Caller 1	Socialization concerns	Calvert	will attend a pu	No	Attempt 1	Yes		4	5	5	5	5	4	4	5	N/A	N/A	3	5	3	5	5	4	5	5	5	5	
Caller 1	Socialization concerns	Calvert	will attend a pu	No	Attempt 1	Yes		4	5	5	5	5	4	4	5	N/A	N/A	3	5	3	5	5	4	5	5	5	5	
Caller 1	Socialization concerns	Calvert	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Misses friends;#Program	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	3	3	4	3	5	3	4	5	5	5	5	5	N/A	4	N/A	3	4	3	3	
Caller 1	Program is overwhelming for the parent/super		will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	5	
Caller 1	Program is overwhelming for the parent/super		will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	
Caller 1	Moving out of state	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4	4	4	4	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	5	4	4	4	5	3	3	3	3	3	3	3	3	3	3	3	3	3	1	
Caller 1	Program is overwhelming for the parent/super		will attend a public school		Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Program is overwhelming for the student		will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns		will attend a pri	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	
Caller 1	Socialization concerns	Lincoln Interactive	will attend anot	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Program is overwhelming for the parent/super		will attend a pri	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Level of contact from the	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns		will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns		will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns;#Misses friends;#Program		will attend a pri	No	Attempt 1	No		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns;#Misses friends;#Program		will attend a pri	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns;#Misses friends;#Program		will attend a pri	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns;#Misses friends;#Program		will attend a pri	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	5	5	5	5	5	
Caller 1	Level of contact from the	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Program is overwhelming	Virtual Classroom Only	has no immedia	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns	Virtual Classroom Only	has no immedia	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	5	4	3	3	4	4	4	5	3	2	3	3	
Caller 1	Supervising parent/adu	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1	Socialization concerns	Calvert	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	3	3	
Caller 1	Socialization concerns	Calvert	will attend anot	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	3	1	2	2	2	2	
Caller 1	Program is overwhelming for the student		will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 1		Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	5	5	4	4	4	4	4	4	4	3	3	3	3	3	3	
Caller 1	Program is overwhelming	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes	</																					

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Caller 2	Moving out of state	Little Lincoln	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4	
Caller 2	Student lacks motivation	Little Lincoln	will attend a ch	No	Attempt 1	Yes	No	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4	
Caller 2	Misses extracurricular	Lincoln Interactive	will attend a ch	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4	
Caller 2	Socialization concerns	Little Lincoln	will attend a pu	No	Attempt 1	Yes	No	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 2	Supervising parent/adu	Calvert	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 2	Student lacks motivation to do the required work			No	Attempt 1	Yes	No	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 2	Socialization concerns	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	No	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 2	Program is overwhelming	Little Lincoln	will attend a pu	No	Attempt 2	Yes	No	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 3	Level of contact from t	Lincoln Interactive	will attend a pu	No		No		4	5	3	3	5	5	4	5	3	3	4	5	4	4	2	3	3	3	3	3	
Caller 3	Other	Combination		No		No		4	5	4	4	4	4	4	4	3	3	3	3	3	3	4	3	3	3	3	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	5	3	3	3	3	4	4	3	3	3	3	3	
Caller 3	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	5	2	2	2	2	4	3	3	2	2	3	5	
Caller 3	Socialization concerns	Little Lincoln	will attend a pu	No	Attempt 1	Yes		4	5	4	4	4	5	5	5	2	3	2	4	5	5	3	3	4	4	5	4	
Caller 3	Other	Little Lincoln	will pursue a GS	No	Attempt 1	Yes		4	3	3	3	4	4	4	4	2	3	1	4	5	5	4	3	3	3	3	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	5	4	4	5	5	5	5	2	3	2	5	5	5	4	3	4	4	3	3	
Caller 3	Other	Little Lincoln	will pursue a GS	No	Attempt 1	Yes		4	5	4	4	4	4	4	4	2	3	2	4	4	4	4	4	4	4	4	4	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	5	5	5	5	5	3	3	3	5	5	5	4	3	3	3	5	5	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	4	4	4	4	4	4	3	3	3	4	4	4	3	3	3	3	3	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	5	4	4	4	5	5	5	2	3	2	4	4	4	3	4	3	4	4	3	
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		4	5	3	3	5	5	5	5	4	3	5	5	4	5	2	4	5	5	3	4	3
Caller 3	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		4	5	3	2	5	5	5	5	5	5	N/A	5	5	5	5	3	5	5	5	5	
Caller 3	Program is overwhelming	Lincoln Interactive	will be homesch	No	Attempt 1	Yes		4	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	
Caller 3	Virtual Classroom Only		will attend a pu	No	Attempt 2	Yes		4	4	5	3	4	5	5	5	4	4	4	4	4	4	3	5	4	4	5	5	
Caller 3	Virtual Classroom Only		will attend a pu	No	Attempt 2	Yes		4	4	2	2	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	
Caller 3	Virtual Classroom Only		will attend a pu	No	Attempt 2	Yes		4	4			5	5	5	5	5	5	5	5	5	5	2	4	4	5	5	3	
Caller 3	Virtual Classroom Only		will be homesch	No	Attempt 1	Yes		4	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	
Caller 4	Supervising parent/adu	Calvert	will attend a pu	No	Attempt 3	Yes		4	5	5	5	2	5	5	5	N/A	N/A	N/A	5	5	N/A	N/A	5	5	5	5	5	
Caller 4	Other	Little Lincoln	will attend a pr	Yes	Attempt 2	Yes		4	4	5	4	4	4	5	4	N/A	3	2	4	4	5	5	4	5	4	5	5	
Caller 4	Program is overwhelming	Calvert	will attend a pu	No	Attempt 3	Yes		4	5	5	5	3	5	5	5	N/A	N/A	N/A	4	5	4	4	4	4	3	5	4	
Caller 4	Program is overwhelming	Calvert	will attend a pu	No	Attempt 3	Yes		4	5	5	5	3	5	5	5	N/A	N/A	N/A	4	5	4	4	4	4	3	5	4	
Caller 4	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	4	5	5	5	5	5	4	5		5	5	5	5	5	4	5	4	5	5	
Caller 4	Misses friends	Combination	will attend a pr	Yes	Attempt 1	Yes		4	4	5	5	4	3	5	5	2		4	4	5	3	2	4	4	4	3	5	
Caller 4	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		4	5	5	5	5	5	4	5	5	N/A	5	5	5	5	5	3	4	2	4	5	
Caller 4	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		4	5	5	5	5	5	4	5	5	N/A	5	5	5	5	5	3	4	3	4	5	
Caller 4	Program is overwhelming	Lincoln Interactive		No	Attempt 1	Yes		4	4	5	5	4	4	5	5	N/A	N/A	N/A	5	5	5	N/A	5	N/A	N/A	5	5	
Caller 4	Program is overwhelming	Calvert	will attend a pu	No	Attempt 1	Yes		4	4	3	3	5	4	5	5	5	5	5	5	5	5	3	4	5	4	5	3	
Caller 4	Program is overwhelming	Calvert	will attend a pu	No	Attempt 1	Yes		4	4	3	3	5	4	5	5	5	5	5	5	5	5	3	4	5	4	5	3	
Caller 4	Program is overwhelming for the parent/super		will attend a ch	Yes	Attempt 3	Yes		4	4	3	3	3	2	3	3	3	N/A	3	3	3	5	5	5	5	5	5	5	
Caller 4	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	5	5	4	4	5	5	5	5	5	N/A	5	4	5	5	4	5	4	5	5	
Caller 4	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 4	Supervising parent/adult returning to work for		will attend a pu	No	Attempt 3	Yes		4	5	5	5	N/A	3	3	3	4	4	5	N/A	4	4	4	4	4	4	5	4	
Caller 5	Program is overwhelming	Calvert	will be homesch	No	Attempt 1	Yes		4	5	5	4	5	5	4	4	N/A	N/A	5	5	5	5	4	2	4	5	5	3	
Caller 5	Level of contact from t	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes		4	5	5	5	4	3	5	4	4	4	4	4	4	3	2	4	4	5	3	3	
Caller 5	Other	Combination	will attend a pu	No	Attempt 2	Yes		4	4	4	4	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	4	
Caller 5	Moving out of state	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes		4	5	3	2	4	5	5	5	N/A	5	5	3	5	5	3	5	5	5	5	5	
Caller 5	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		4	4	4	4	5	5	4	4	4	N/A	4	5	5	5	4	4	4	4	5	3	
Caller 5	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		4	5	4	4	5	5	4	5	4	N/A	4	5	5	5	3	4	4	4	5	3	
Caller 5	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		4	5	5	5	N/A	5	5	5	4	4	4	4	5	5	N/A	3	5	5	3	4	
Caller 5	Program is overwhelming	Lincoln Interactive		No	Attempt 2	Yes		4	4	5	5	N/A	5	5	5	4	4	N/A	4	4	N/A	3	5	5	5	3	4	
Caller 5	Misses friends	Virtual Classroom Only	will attend a pu	No		Yes		4	4	N/A	N/A	N/A	4	3	3	N/A	N/A	N/A	N/A	4	4	N/A	N/A	N/A	4	5	5	
Caller 5	Other	Lincoln Interactive		Yes	Attempt 2	Yes		4	5	5	5	1	3	5	3	5	N/A	3	2	5	1	5	4	5	5	N/A	3	
Caller 5	Socialization concerns	Combination	will attend a pu	No	Attempt 1	Yes		4	5	4	4	4	5	4	5	4	4	4	5	4	4	4	4	4	5	4	3	
Caller 5	Program is overwhelming	Lincoln Interactive	will attend a pr	No	Attempt 2	Yes		4	4	3	4	4	3	3	4	N/A	N/A	N/A	3	4	3	3	4	3	3	4	3	
Caller 5	Socialization concerns	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes		4	5	5	5	2	4	3	5	3	4	3	2	2	4	3	2	4	4	4	3	
Caller 5	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes		4	4	3	4	5	5	5	5	3	N/A	5	5	5	5	5	3	4	4	5	4	
Caller 5	Level of contact from t	Lincoln Interactive	will attend a pr	No	Attempt 3	Yes		4	5	5	5	5	5	4	4	4	N/A	4	5	5	5	5	3	4	4	3	4	
Caller 7	Other	Little Lincoln	will attend anot	No	Attempt 1	Yes		4	4	4	3		3	5	2	N/A	N/A	5	N/A	5	2	2	4		2	3	N/A	
Caller 7	Supervising parent/adu	Calvert	will attend a pr	Yes	Attempt 1	Yes		4	3	3	4	3	4	4	3	N/A	N/A	4	3	3	3	3	3	3	3	4	4	
Caller 7	Other	Little Lincoln	will be homesch	No	Attempt 1	Yes		4	4	4	4	4	3	4	4	N/A	5	4	5	3	5	4	3	4	4	5	4	
Caller 7	Other	Little Lincoln	will attend a pu	No	Attempt 2	Yes		4	5	5	5	5	5	4	5	4	N/A	N/A	4	5	5	5	3	1	N/A	5	4	1
Caller 7	Other		will be homesch	No	Attempt 2	Yes		4	4	5	4	5	4	4	3	5	4	5	5	4	4	5	4	4	5	4	4	
Caller 7	Other	Combination	will attend a pu	No	Attempt 1	Yes		4	5	5	5	4	4	5	5	3	4	4	4	3	4	3	4	4	4	5	5	
Caller 7	Socialization concerns		will attend a pr	No	Attempt 1	Yes		4	4	3	3	5	4	3	3	N/A	N/A	4	4	5	5	3	4	4	3	5	5	
Caller 7	Other	Lincoln Interactive	will be homesch	No		Yes		4	3	4	5	4	3	4	3		N/A	2	4	5	4	1	3	4	3	5	4	
Caller 7	Socialization concerns	Calvert	will be homesch	No	Attempt 1	Yes		4	5	5	5	N/A	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	2	5	3	N/A	5	5	
Caller 7	Other	Lincoln Interactive	will attend a pr	No	Attempt 1	Yes		4	3	3	2	3	3	3	4	N/A	N/A	1	5	N/A	N/A	2	3	3	2	3	3	3
Caller 7	Socialization concerns	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		4	4	4	4	5	5	5	5	5	5	5	5	5	5	3	3	3	3	3	3	
Caller 7	Other	Lincoln Interactive	will attend a ch	No	Attempt 1	Yes		4	4	5	5	3	4	3	3		3	3	3	2	4	5	3	3	3	3	3	
Caller 7	Other	Calvert	will be homesch	No	Attempt 1	Yes		4	4	4	4	3	5	4	4	N/A	N/A	3	3									

Caller 7	Other	Combination	will be homescl	No	Attempt 2	Yes			4	4	4	4	4	4	4	4	N/A	4	4	4	4	4	3	3	3	3	3	3	
Caller 7	Program is overwhelming	Calvert	will attend a pu	No	Attempt 3	Yes			4	4	4	4	4	4	4	4	N/A	N/A	5	4	5	5	5	4	4	4	4	4	
Caller 7		Calvert	will be homescl	No	Attempt 1	Yes			4	4	4	4	4	1	1	4	4	N/A	N/A	3	3	2	2	4	4	2	4	5	
Caller 7	Socialization concerns;	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes			4	4	3	4	3	4	4	4	3	3	2	2	3	2	4	3	3	3	3	3	
Caller 7	Socialization concerns;	Calvert		No	Attempt 1	Yes			4	4	4	4	5	5	4	4	N/A	N/A	4	5	3	2	5	3	4	5	5	1	
Caller 7	Other	Lincoln Interactive	will be homescl	No	Attempt 2	Yes			4	4	2	2	2	2	3	3	N/A	N/A	2	2	1	1	3	3	3	1	3	4	
Caller 7	Other	Lincoln Interactive	will be homescl	No	Attempt 2	No			4	4	2	2	2	2	3	3	N/A	N/A	2	2	1	1	3	3	3	1	3	4	
Caller 7	Other	Combination	will be homescl	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	2	3	3	4	3	
Caller 7		Calvert	will be homescl	No	Attempt 2	Yes			4	4	4	4	1	1	4	4	N/A	N/A	3	3	2	2	5	5	5	5	5	4	
Caller 7		Lincoln Interactive	will be homescl	No	Attempt 2	Yes			4	4	4	4	1	1	4	4	N/A	N/A	3	3	2	2	1	2	1	2	1	1	
Caller 7		Calvert	will be homescl	No	Attempt 2	Yes			4	4	4	4	1	1	4	4	N/A	N/A	3	3	2	2	4	5	2	4	5	5	
Caller 7		Calvert	will attend a pu	Yes	Attempt 2	Yes			4	4	5	5	4	5	3	3	N/A	N/A	5	4	N/A	4	5	4	5	4	5	5	
Caller 7	Socialization concerns	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes			4	4	5	5	4	5	4	4	N/A	4	4	5	5	5	5	4	5	3	4	4	
Caller 7	Supervising parent/adult	Calvert	will attend a pu	No	Attempt 1	Yes			4	4	4	4	4	4	3	3	N/A	N/A	N/A	5	4	4	3	4	5	N/A	5	3	
Caller 7	Program is overwhelming	Calvert	will attend a pu	No	Attempt 2	Yes			4	4	4	4	N/A	3	2	2	N/A	N/A	N/A	4	N/A	4	5	2	3	4	4	2	
Caller 7		Combination	will be homescl	No	Attempt 3	Yes			4	4	5	5	5	4	5	5	N/A	5	3	5	4	5	5	5	5	4	5	5	
Caller 7		Combination	will attend a pu	No	Attempt 1	Yes			4	4	5	5	4	5	3	3	N/A	5	4	4	5	3	5	4	4	5	5	4	
Caller 7	Level of contact from the student	Combination	will attend a pu	No	Attempt 1	Yes			4	4	1	1	1	1	4	4	N/A	N/A	1	1	2	1	2	4	1	1	5	5	
Caller 7	Program is overwhelming	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	N/A	N/A	4	4	3	3	4	4	4	5	5	4	
Caller 8	Other	Combination	will attend a pu	No	Attempt 2	Yes			4	5	5	5	N/A	4	2	2	2	2	1	N/A	5	5	4	3	N/A	2	5	2	
Caller 8	Other	Lincoln Interactive		No		Yes			4	5	4	4	5	5	5	5	N/A	4	5	4	5	N/A	4	5	4	5	4	4	
Caller 8	Socialization concerns	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes			4	4	4	4	5	5	5	5	5	3	5	4	4	2	5	3	3	5	4	5	
Caller 8	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			4	4	4	4	5	4	4	4	4	N/A	4	4	3	5	4	2	2	3	4	3	
Caller 8	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			4	4	4	4	5	4	4	4	4	N/A	4	4	3	5	4	2	2	3	4	3	
Caller 8	Program is overwhelming	Calvert	will attend a pu	No	Attempt 1	Yes			4	4	4	4	4	5	4	4	4	N/A	4	4	3	5	4	2	2	3	4	3	
Caller 8	Misses friends	Combination	will attend a pu	No	Attempt 1	No			4	4	3	3	4	4	4	4	3	4	4	4	3	2	2	4	4	1	2		
Caller 8	Program is overwhelming	Virtual Classroom Only	will attend a pu	No	Attempt 3	Yes			4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	
Caller 8	Program is overwhelming	Virtual Classroom Only	will attend a pu	No	Attempt 3	Yes			4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	
Caller 8	Program is overwhelming	Calvert	will attend a pu	No	Attempt 2	Yes			4	4	4	4	5	2	4	2	4	N/A	4	5	N/A	3	5	3	4	3	5	5	
Caller 8	Program is overwhelming	Combination	will pursue a GE	No	Attempt 1	Yes			4	4	4	4	N/A	4	4	4	3	3	N/A	N/A	4	4	N/A	4	4	4	5	4	
Caller 8	Level of contact from the student	Lincoln Interactive	will be homescl	No	Attempt 3	Yes			4	4	4	4	3	3	3	3	3	N/A	3	3	3	2	4	3	3	2	3	3	
Caller 8	Level of contact from the student	Lincoln Interactive	will be homescl	No	Attempt 3	Yes			4	4	4	4	3	3	3	3	3	N/A	3	3	3	2	4	3	3	2	3	3	
Caller 8	Program is overwhelming	Missouri	will attend a pu	Yes	Attempt 3	Yes			4	4	4	4	4	4	4	3	N/A	4	4	5	4	4	3	3	5	3	4	4	
Caller 8	Program is overwhelming	Missouri	will attend a pu	Yes	Attempt 3	Yes			4	4	4	4	4	4	4	4	3	N/A	N/A	4	5	4	4	3	3	5	3	4	4
Caller 8	Misses friends	Combination	will pursue a GE	No	Attempt 3	Yes			4	4	4	4	4	4	4	4	4	N/A	N/A	4	4	3	4	4	4	4	4	4	
Caller 8	Misses friends	Missouri	will attend a pu	No	Attempt 3	Yes			4	4	4	4	2	4	4	4	4	N/A	N/A	3	4	4	4	4	4	4	4	4	
Caller 8	Program is overwhelming for the student		will attend a pu	No	Attempt 3	Yes			4	4	4	4	4	3	3	4	4	N/A	4	3	3	3	2	3	3	3	3	3	
Caller 8	Program is overwhelming for the student		will attend a pu	No	Attempt 3	Yes			4	4	4	4	4	3	3	4	4	N/A	4	3	3	3	2	3	3	3	3	3	
Caller 8	Moving out of state	Calvert	will be homescl	No	Attempt 3	Yes	Yes		4	4	4	4	4	4	5	4	4	4	N/A	5	4	4	4	3	5	5	5	3	
Caller 8	Moving out of state	Calvert	will be homescl	No	Attempt 3	Yes	Yes		4	4	4	4	4	4	5	4	4	4	N/A	5	4	4	4	4	3	5	5	3	
Caller 9	Misses friends		will attend a pu	No	Attempt 1	Yes			4	5	5	5	5	5	5	5	N/A	N/A	N/A	N/A	N/A	5	4	4	N/A	5	5	5	
Caller 9	Program is overwhelming	Virtual Classroom Only	will attend anot	No	Attempt 1	Yes			4	4	4	N/A	4	4	4	3	N/A	5	N/A	5	N/A	5	3	N/A	5	5	5	5	
Caller 9	Supervising parent/adult	Virtual Classroom Only	will attend a pri	No	Attempt 2	Yes			4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	1	3	3	3	3	3	
Caller 9	Misses friends		will attend a ch	No	Attempt 2	Yes			4	4	4	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	N/A	3	3	N/A	N/A	N/A	N/A	
Caller 9	Misses friends	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes			4	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Caller 9	Misses friends	Missouri	will attend a pu	No	Attempt 2	Yes			4	4	4	4	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	4	
Caller 9		Calvert	will be homescl	No	Attempt 2	Yes			4	4	4	4	4	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	3	3	4	2	
Caller 9	Misses friends	Missouri	will attend a pu	No	Attempt 2	Yes			4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	4	4	4	4	4	4	
Caller 9	Program is overwhelming for the student		will attend a pri	No	Attempt 3	Yes			4	4	4	4	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	4	4	4	4	4	4	3	
Caller 9	Misses friends	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes			4	4	4	4	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	4	
Caller 9	Program is overwhelming	Virtual Classroom Only	has no immedia	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 9	Program is overwhelming	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	N/A	5	5	5	5	4	5	5	5	5	5	5	
Caller 9	Program is overwhelming	Calvert	will be homescl	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			3	
Caller 9	Misses friends	Missouri	will attend a pu	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Caller 9	Misses friends		will attend a pu	No	Attempt 1	Yes			4	4	4	4	4	1	4	4	N/A	N/A	N/A	5	5	5	5	5	5	5	5	4	
Caller 9	Misses friends		will attend a pu	No	Attempt 2	Yes			4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	3	
Caller 9	Misses friends		will attend a pu	No	Attempt 2	Yes			4	4	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	
Caller 9	Misses friends		will attend a pu	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	N/A	N/A	N/A	4	4	4	4	4	4	4	4	4	
Caller 9	Misses friends		will attend a pu	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	N/A	N/A	N/A	4	4	4	4	4	4	4	4	4	
Caller 9	Program is overwhelming for the student			No	Attempt 2	Yes			4	4	4	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	4	4	4	N/A	4	4	4	
Caller 9	Program is overwhelming	Virtual Classroom Only	has no immedia	No	Attempt 2	Yes			4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	N/A	4	4	4	4	
Caller 9	Socialization concerns	Combination	will attend a pu	No	Attempt 1	Yes			4	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5	5	
Caller 9	Supervising parent/adult	Calvert	will attend a pri	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	N/A	N/A	N/A	N/A	N/A	4	4	N/A	N/A	4	4	4	
Caller 9	Program is overwhelming	Virtual Classroom Only	will be homescl	No	Attempt 2	Yes			4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	4	3	3	
Caller 9	Program is overwhelming	Virtual Classroom Only	will be homescl	No	Attempt 1	Yes			4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	
Caller 9		Combination	will pursue a GE	No	Attempt 1	Yes			4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Caller 9	Misses friends	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes			4	4	4	4	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	4	
Caller 9			has no immedia	No	Attempt 1	Yes			4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	3	2	1	1	4	4	4	4	4			

Caller 9	Program is overwhelming for the student	will be homesch	No	Attempt 1	Yes	Yes	4	4	4	4	3	4	4	4	N/A	4	4	4	4	1	4	4	1	4	4	4
Caller 9		Calvert	will attend a ch	No	Attempt 2	Yes	Yes	4	4	4	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	
Caller 9		Virtual Classroom Only	will be homesch	No	Attempt 2	Yes	Yes	4	4	4	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	
Caller 9		Calvert	will be homesch	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	N/A	N/A	4	4	4	4	4	4	4	4	4	
Caller 9		Combination	will be homesch	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	N/A	N/A	4	4	4	4	4	4	4	4	4	
Caller 9		Calvert	will be homesch	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	N/A	N/A	4	4	4	4	4	4	4	4	4	
Caller 9	Program is overwhelm	Combination	has no immedi	No	Attempt 1	Yes	No	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	4	N/A	N/A	N/A	
Caller 9	Misses friends	Combination	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	N/A	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	4	4	4	4	4	
Caller 9	Student lacks motivati	Calvert	will attend a pri	Yes	Attempt 1	Yes	Yes	4	4	N/A	N/A	N/A	4	4	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	4	3	
Caller 9	Program is overwhelm	Little Lincoln	will attend a not	No	Attempt 1	Yes	Yes	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	2	
Caller 9	Misses friends	Little Lincoln	will attend a pu	No	Attempt 1	Yes	No	4	4	4	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	4	4	4	4	4	4	
Caller 9	Socialization concerns	Little Lincoln	will attend a pu	No	Attempt 1	Yes	No	4	4	4	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	4	4	4	4	4	4	
Caller 9	Misses friends	Missouri	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	4	
Caller 9	Student lacks motivati	Combination	will attend a pri	No	Attempt 2	Yes	Yes	4	4	4	N/A	N/A	N/A	N/A	3	4	4	4	N/A	3	4	4	4	N/A	3	
Caller 9			will attend a pu	No	Attempt 3	Yes	No	4	4	3	N/A	1	N/A	N/A	N/A	3	3	3	2	2	N/A	N/A	N/A	3	4	
Caller 9	Student lacks motivati	Combination	will attend a pri	No	Attempt 2	Yes	Yes	4	4	4	N/A	N/A	N/A	4	N/A	4	1	4	4	4	4	4	4	4	4	
Caller 9	Student lacks motivation to do the required wo		will attend a pu	No	Attempt 2	Yes	No	4	4	4	N/A	N/A	N/A	4	N/A	N/A	4	4	N/A	4	4	4	4	N/A	4	
Caller 9	Misses friends	Little Lincoln	will attend a pu	Yes	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	
Caller 9	Socialization concerns	Calvert	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	N/A	N/A	N/A	N/A	4	4	N/A	N/A	N/A	4	4	4	4	4	4	
Caller 9	Student lacks motivati	Combination	will pursue a G	No	Attempt 1	Yes	No	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	4	N/A	N/A	4	
Caller 9	Misses extracurricular school activities		will be homesch	No	Attempt 1	Yes	Yes	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	2	N/A	N/A	N/A	4	
Caller 9	Misses extracurricular school activities	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	Yes	4	4	N/A	2	4	N/A	N/A	N/A	4	4	2	4	4	4	4	4	4	4	
Caller 9	Student lacks motivation to do the required wo		will attend a pu	No	Attempt 1	Yes	No	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	4	
Caller 9	Program is overwhelm	Little Lincoln	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	4	N/A	3	4	4	4	4	4	3	3	2	1	
Caller 9	Student lacks motivati	Combination	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	4	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	1	4	N/A	N/A	N/A	4	
Caller 9	Student lacks motivati	Combination	will attend a pu	No	Attempt 1	Yes	No	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	
Caller 9	Misses friends		No	Attempt 1	Yes	No	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Caller 9	Level of contact from t	Combination	will be homesch	No	Attempt 1	Yes	Yes	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	3	3	N/A	N/A	3	
Caller 9	Misses extracurricular school activities		will attend a pri	No	Attempt 1	Yes	Yes	4	4	4	4	4	3	4	N/A	N/A	N/A	4	N/A	4	3	4	4	4	4	
Caller 9	Misses friends		No	Attempt 2	Yes	No	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	N/A	N/A	N/A	N/A	
Caller 9	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes	Yes	4	4	4	4	3	4	4	N/A	4	4	4	3	2	4	4	2	4	4	
Caller 9	Misses friends	Calvert	will attend a pu	No	Attempt 1	Yes	Yes	4	N/A	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	N/A	N/A	N/A	4	
Caller 9	Misses friends		will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	N/A	N/A	N/A	4		N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A	
Caller 9	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes	Yes	4	4	4	4	4	4	N/A	4	4	4	4	4	3	4	3	3	4	2	
Caller 9	Misses extracurricular school activities		will attend a pu	No	Attempt 2	Yes	Yes	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	
Caller 9	Program is overwhelm	Little Lincoln	will attend a pu	No	Attempt 2	Yes	Yes	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	N/A	N/A	N/A	N/A	
Caller 9	Misses extracurricular	Combination	will attend a pu	No	Attempt 2	Yes	Yes	4	N/A	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	4	4	N/A	N/A	4	
Caller 9			will attend a pu	No	Attempt 2	Yes	Yes	4	4	4	4	4	4	4	N/A	4	4	4	4	4	4	4	4	4	4	
Caller 9			will attend a pu	No	Attempt 2	Yes	Yes	4	4	4	4	4	4	4	N/A	4	4	4	N/A	4	4	4	4	4	4	
Caller 9		Lincoln Interactive	will attend a pri	No	Attempt 3	Yes	Yes	4	4	4	N/A	N/A	N/A	4	4	4	4	N/A	N/A	4	4	N/A	N/A	N/A	4	
Caller 9	Misses friends	Combination	has no immedi	No	Attempt 3	Yes	Yes	4	4	4	4	N/A	N/A	4	N/A	4	4	4	4	4	4	4	4	4	4	
Caller 9	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes	Yes	4	4	4	N/A	4	N/A	4	N/A	4	4	4	4	4	4	4	N/A	N/A	4	
Caller 9		Calvert	will attend a pu	No	Attempt 2	Yes	Yes	4	4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A	4	
Caller 9	Student lacks motivati	Combination	will attend a pu	No	Attempt 2	Yes	Yes	4	4	4	N/A	N/A	4	N/A	N/A	4	4	4	N/A	4	4	4	4	4	4	
Caller 9	Misses friends	Combination	No	Attempt 1	Yes	Yes	4	4	4	4	N/A	N/A	4	N/A	N/A	4	4	4	N/A	4	4	N/A	4	4	3	
Caller 9	Program is overwhelming for the student		will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	4	4	4	N/A	N/A	N/A	4	N/A	N/A	N/A	4	3	N/A	N/A	4	
Caller 9		Calvert	will attend a not	No	Attempt 1	Yes	Yes	4	4	4	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	4	
Caller 9		Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	Yes	4	4	4	N/A	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	
Caller 9	Misses friends		will attend a pu	No	Attempt 2	Yes	Yes	4	4	3	3	4	4	4	N/A	N/A	N/A	4	N/A	4	4	4	N/A	N/A	4	
Caller 9	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes	No	4	4	4	N/A	N/A	4	4	N/A	N/A	N/A	4	N/A	2	4	N/A	N/A	4	4	
Caller 9	Student lacks motivati	Virtual Classroom Only	will attend a pu	No	Attempt 3	Yes	Yes	4	4	4	N/A	4	N/A	N/A	4	4	4	N/A	N/A	4	4	4	4	N/A	4	
Caller 9	Student lacks motivation to do the required wo		will attend a pu	No	Attempt 3	Yes	Yes	4	4	5	N/A	N/A	4	4	N/A	4	4	4	4	3	4	4	4	4	4	
Caller 1	Other	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		5	5	5	4	4	5	N/A	4	N/A	4	4	N/A	3	4	5	N/A	4	5	
Caller 1	Other	Combination	will attend a not	No	Attempt 1	Yes		5	5	5	4	4	5	5	4	4	4	4	5	5	1	4	2	1	5	
Caller 1	Other	Little Lincoln	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5		5	N/A	5	5	5	5	5	5	3	3	5	
Caller 1	Supervising parent/adu	Missouri	will attend a pu	Yes	Attempt 1	Yes		5	5	N/A	N/A	5	5	4	N/A	5	2	5	5	5	5	4	3	4	5	
Caller 1	Other	Combination	will attend a pu	No	Attempt 1	Yes		5	5	3	3	3	4	5	5	5	5	5	5	5	5	4	5	5	4	
Caller 1	Supervising parent/adult returning to work force		No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 1	Other	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	4	5	5	5	N/A	N/A	3	5	2	4	5	5	4	5	
Caller 1	Misses friends;#Other	Little Lincoln	will attend a pu	No	Attempt 1	Yes		5	5	N/A	N/A	5	5	5	4	N/A	N/A	5	5	5	5	5	N/A	4	5	
Caller 1	Other		will be homesch	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5	
Caller 1	Misses friends		will attend a pu	No	Attempt 1	Yes		5	5	5	5	4	5	5	4	N/A	N/A	5	5	5	5	5	5	5	5	
Caller 1	Other		No	Attempt 1	Yes			5	3	5	5	5	5	5	5	N/A	N/A	5	3	N/A	5	3	5	4	5	
Caller 1	Other	Little Lincoln	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	3	N/A	4	4	5	4	5	5	5	5	5	5	
Caller 1	Misses friends	Combination	will attend a pu	No	Attempt 1	Yes		5	4	4	4	4	4	5	5	5	4	5	5	5	5	5	4	5	5	
Caller 1	Other		will pursue a G	No	Attempt 1	Yes		5	N/A	N/A	5	5	5	5	N/A	4	N/A	4	4	4	4	4	4	4	4	
Caller 1	Supervising parent/adult returning to work force		will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	N/A	N/A	N/A	5	5	5	5	5	5	5	5	
Caller 1	Other	Calvert	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	4	5	5	4	5	5	4	5	5	5	5	4	5	5	
Caller 1	Socialization concerns	Calvert	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	4	5	5	
Caller 1	Moving out of state;#Other		will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	4	5	5	
Caller 1	Other		will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5	
Caller 1	Supervising parent/adu	Little Lincoln	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	5	N/A	N/A	N/A	N/A	N/A	5	5	N/A	4	5	4	
Caller 1	Other		No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 1	Misses friends;#Other		will attend a pu	Yes	Attempt 1	Yes		5	5																	

Caller 1	Program is overwhelming	Virtual Classroom Only		No	Attempt 1	Yes		S	S	S	S	S	S	S	S	N/A	S	S	S	S	S	S	S	S	S	S
Caller 1	Program is overwhelming for the student		will be homescl	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	N/A	S	S	S	S	S	S	S	S	S	S
Caller 1	Program is overwhelming	Combination	will pursue a GE	No	Attempt 2	Yes		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Caller 1	Program is overwhelm	Little Lincoln	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	3	3	3	3	3	3	3	5	4	3	5
Caller 1	Program is overwhelming for the parent/super		will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	S	S	S	S	S	5	4	5	5	5
Caller 1	Program is overwhelming for the parent/super		will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	S	S	S	S	S	5	4	5	5	5
Caller 1	Program is overwhelming for the parent/super		will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	S	S	S	S	S	5	4	5	5	5
Caller 1	Program is overwhelming for the parent/super		will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	S	S	S	S	S	5	4	5	5	5
Caller 1	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	4	3	3	4	4	3	4	N/A	N/A	N/A	N/A	N/A	N/A	3	3	3	3	3
Caller 1	Supervising parent/adu	Little Lincoln	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	S	S	S	S	S	5	5	5	5	5
Caller 1	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	4	5	4	5	4	5	5	4	5	4
Caller 1	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	4	5	4	4	5	5	4	5	4	4
Caller 1	Program is overwhelm	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns,	Little Lincoln	will attend a pri	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	4	5	5	4
Caller 1	Socialization concerns,	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	4	5	5	4
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	4	5	5	5
Caller 1	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Virtual Classroom Only	will pursue a GE	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Virtual Classroom Only	will pursue a GE	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Moving out of state	Combination		No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Lincoln Interactive	has no immedia	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Combination	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Combination	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	3	5	5	5
Caller 1	Socialization concerns	Lincoln Interactive		No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Supervising parent/adu	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5
Caller 1	Supervising parent/adu	Calvert	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	4	4	4	4	4	4	5	5	5	5	5
Caller 1	Socialization concerns	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Moving out of state	Calvert	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	4	4	4	4	4	4	4	4	4	4	4
Caller 1	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Moving out of state	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	4	5	5	5
Caller 1	Moving out of state	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Moving out of state	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Moving out of state	Calvert	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Supervising parent/adu	Lincoln Interactive		No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Student lacks motivati	Combination	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelming for the student		will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Virtual Classroom Only	will be homescl	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	3	3	3	3	3
Caller 1	Program is overwhelm	Calvert	will attend a ch	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Virtual Classroom Only	will attend a ch	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	4	4	4	4	4	4	4	4	4	4	4
Caller 1	Socialization concerns	Missouri	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns	Calvert	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns	Little Lincoln	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Student lacks motivati	Calvert	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Student lacks motivati	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	4	4	4	4	4	4	4	4	4	4	4
Caller 1	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	3	3	3	3	3	3	5	5	5	5	5
Caller 1				No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Misses friends	Lincoln Interactive	will attend a ch	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	2	2	2	2	2	2	5	5	5	5	5
Caller 1	Program is overwhelming for the student		has no immedia	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelming for the student		will pursue a GE	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	4	4	4	4	4	4	3	3	3	3	3
Caller 1	Program is overwhelm	Calvert	will attend anot	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Socialization concerns		has no immedia	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Calvert	will attend anot	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Calvert	will attend anot	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Calvert	will attend anot	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Moving out of state	Lincoln Interactive	has no immedia	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelming for the student		will attend a ch	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1	Program is overwhelm	Lincoln Interactive	will be homescl	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1		Combination	will attend a pu	No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 1		Calvert		No	Attempt 1	Yes	No	S	S	S	S	S	S	S	S	5	5	5	5	5	5	5	5	5	5	5
Caller 10	Program is overwhelm	Calvert	will attend a pri	No	Attempt 1	Yes		S	4	5	5	N/A	4	5	5	N/A	N/A	5	5	5	5	5	3	5	5	5
Caller 10	Program is overwhelm	Calvert	will attend a pri	No	Attempt 1	Yes		S	4	5	5	N/A	4	5	5	N/A	N/A	5	5	5	5	5	5	5	5	5
Caller 10	Other	Calvert	will be homescl	No	Attempt 1	Yes		S	5	5	5	N/A	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	5	2	N/A	5	4
Caller 10	Program is overwhelm	Calvert	will attend a pu	No	Attempt 2	Yes		S	5	5	5	5	5	5	4	5	5	4	5	5	5	4	3	4	5	5
Caller 10	Other	Calvert	will attend a pri	No	Attempt 2	Yes		S	4	5	5	N/A	4	5	5	N/A	N/A	N/A	N/A	N/A	N/A	4	3	N/A	N/A	5
Caller 10	Other	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes		S	S	S	S	5	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	5	5	5	5	5
Caller 10	Program is overwhelm	Virtual Classroom Only	will attend a pu	Yes	Attempt 1	Yes		S	S	S	S	5	5	5	5	5	5	3	5	3	5	3	5	3	5	5
Caller 10	Program is overwhelm	Calvert	will attend a pu	Yes	Attempt 3	Yes		S	S	S	4	5	5	4	N/A	4	5	5	5	4	3	N/A	5	5	N/A	
Caller 10	Program is overwhelm	Lincoln Interactive	will pursue a GE	No	Attempt 2	Yes		S	S	5	N/A	5	5	5	5	N/A	5	5	5	5	5	3	5	5	5	5
Caller 10	Socialization concerns,	Lincoln Interactive	will attend a pu	Yes	Attempt 2	Yes		S	S	S	5	5	5	5	5	5	5	5	5	5	3	5	5			

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Caller 3		Combination	will attend a pu	No	Attempt 1	No		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3	Socialization concerns	Virtual Classroom Only	will attend a pri	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3		Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3			will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3		Lincoln Interactive		No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3	Socialization concerns		will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3		Lincoln Interactive	has no immedia	No		Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3			has no immedia	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3	Socialization concerns	Calvert		No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3			will attend a pri	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5
Caller 3	Socialization concerns	Lincoln Interactive	will attend a pri	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 3	Socialization concerns	Combination	will attend a pri	No	Attempt 1	No		5	5	5	5	5	5	5	5	5	N/A	5	5	5	5	3	5	5	4
Caller 3	Socialization concerns		will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5
Caller 4	Other	Little Lincoln	will attend a pu	Yes	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	N/A	N/A	N/A	5	5	5	5	N/A	5
Caller 4	Other	Calvert	will be homesch	No		Yes		5	5	5	5	N/A	5	5	5	5	N/A	N/A	5	N/A	5	5	4	5	3
Caller 4	Other	Little Lincoln	will be homesch	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	N/A	N/A	N/A	4	5	5	N/A	4	4
Caller 4	Other	Calvert	will be homesch	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	N/A	1	5	5	5
Caller 4	Level of contact from t	Calvert	will be homesch	Yes	Attempt 1	Yes		5	5	5	5	5	1	5	5	N/A	N/A	1	5	5	1	1	3	5	1
Caller 4	Level of contact from t	Calvert	will be homesch	Yes	Attempt 1	Yes		5	5	5	5	5	1	5	5	N/A	N/A	1	5	5	1	1	3	5	1
Caller 4	Level of contact from t	Calvert	will be homesch	Yes	Attempt 1	Yes		5	5	5	5	5	1	5	5	N/A	N/A	1	5	5	1	1	3	5	1
Caller 4	Level of contact from t	Calvert	will attend a pu	Yes	Attempt 3	Yes		5	5	1	5	5	5	5	5	N/A	1	1	1	1	2	2	5	5	5
Caller 4	Supervising parent/adu	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	4	5	5	5	N/A	5	5	5	4	3	5	5	5	4
Caller 4	Supervising parent/adu	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	1	5	5	N/A	5	5	5	5	2	5	5	2	4
Caller 4	Supervising parent/adu	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 4	Moving out of state	Calvert	will attend a pu	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 4	Other		will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 4	Moving out of state	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		5	5	5	4	4	4	5	5	5	4	5	5	5	4	3	5	5	4
Caller 4	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	4	3	5
Caller 4	Program is overwhelm	Lincoln Interactive	will attend anot	Yes	Attempt 2	Yes		5	5	5	5	4	5	5	5	N/A	4	5	5	5	4	4	5	4	3
Caller 4	Socialization concerns	Combination	will attend a ch	No	Attempt 1	Yes		5	5	5	5	4	5	5	5	4	5	5	5	5	5	4	5	5	5
Caller 4	Socialization concerns	Combination	will attend a ch	No	Attempt 1	Yes		5	5	5	5	4	5	5	5	4	5	5	5	5	5	4	5	5	5
Caller 4	Program is overwhelm	Lincoln Interactive	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 4	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	4	5	5	N/A	5	5	5	5	2	5	5	5	5
Caller 4	Socialization concerns	Combination	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	4	5	5	5	3	5	5	5
Caller 4	Level of contact from t	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	1	1	1	1	5	5	3	N/A	3	2	5	5	1	1	3	1	4
Caller 4	Other	Lincoln Interactive		No	Attempt 3	Yes		5	5	5	5	4	4	4	4	3	5	1	1	2	5	3	4	5	4
Caller 4	Other	Lincoln Interactive	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	3	2	5	5	5	5	5	5
Caller 4	Program is overwhelm	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes		5	4	4	4	4	5	5	5	5	4	5	5	5	5	4	3	5	4
Caller 4	Program is overwhelm	Combination	will pursue a GB	No	Attempt 1	Yes		5	5	4	5	5	5	4	5	5	5	5	N/A	5	5	4	4	5	5
Caller 4	Socialization concerns;#	Misses friends	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	4	4	4	3	5	5	5	4	3	4	3	5
Caller 5	Other	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5
Caller 5	Program is overwhelm	Little Lincoln	will attend anot	Yes	Attempt 1	Yes		5	5	5	5	4	5	3	5	N/A	5	5	5	5	5	4	N/A	5	5
Caller 5	Socialization concerns	Little Lincoln	will attend a ch	No	Attempt 1	Yes		5	5	5	5	4	4	5	5	N/A	3	N/A	4	5	5	5	5	4	5
Caller 5	Program is overwhelm	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	3	4	5	4	N/A	5	5	3	5	5	5	4	4	5
Caller 5	Program is overwhelm	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	4	1	1	3	5	4	4	N/A	5	4	3	5	2	5	5	5	5
Caller 5	Lincoln Interactive		will be homesch	Yes	Attempt 1	Yes		5	4	5	5	4	5	5	4	5	4	4	4	5	5	5	4	5	3
Caller 5	Level of contact from t	Lincoln Interactive	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	N/A	5	5	5	5	3	5	5	5	5	5
Caller 5	Program is overwhelm	Virtual Classroom Only	will attend a pri	Yes	Attempt 1	Yes		5	5	5	5	5	5	4	3	5	4	5	4	3	5	5	5	5	5
Caller 5	Misses friends	Combination	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 5	Program is overwhelm	Virtual Classroom Only	will pursue a GB	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5
Caller 5	Misses friends	Lincoln Interactive	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5
Caller 5	Program is overwhelm	Calvert	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	N/A	5	5	5	5	4	5	4	5
Caller 5	Other	Calvert	will be homesch	No	Attempt 1	Yes		5	5	5	5	5	5	5	4	N/A	N/A	5	5	5	1	5	5	4	5
Caller 5	Other	Calvert	will be homesch	No	Attempt 1	Yes		5	5	5	5	5	5	5	4	N/A	N/A	5	5	5	1	5	5	4	5
Caller 5	Misses friends	Lincoln Interactive	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 5	Other	Virtual Classroom Only	will be homesch	No	Attempt 1	Yes		5	5	5	4	5	5	5	4	N/A	N/A	4	5	5	4	4	4	4	4
Caller 5	Program is overwhelming for the student		will pursue a GB	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	N/A	N/A	5	5	5	4	3	5	3
Caller 5	Moving out of state	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	5	4	5	5	5	5	N/A	1	3	5	3	4	5	4	5
Caller 5	Misses friends	Virtual Classroom Only	will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 5	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 5	Other	Calvert	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	4	4	4	N/A	N/A	5	N/A	5	5	5	4	4	5	4
Caller 5	Misses friends;#Progra	Virtual Classroom Only	will attend a pu	Yes	Attempt 1	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5
Caller 5	Level of contact from the school;#Other			No	Attempt 2	Yes		5	5	5	5	4	5	5	5	N/A	N/A	5	5	5	5	4	5	5	5
Caller 5	Other	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	4	4	4	5	4	4	3	4	5	4
Caller 5	Misses friends	Virtual Classroom Only	will attend a ch	No	Attempt 2	Yes		5	5	5	5	5	5	5	3	4	4	4	4	2	5	5	5	5	5
Caller 5	Program is overwhelm	Virtual Classroom Only	will attend a pu	Yes	Attempt 2	Yes		5	5	5	4	5	5	5	4	5	N/A	5	5	5	5	5	5	5	3
Caller 5	Misses friends	Lincoln Interactive	will attend a pri	No	Attempt 1	Yes		5	5	5	5	N/A	5	3	5	N/A	N/A	5	N/A	5	5	5	4	5	3
Caller 5	Other	Combination	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	4	3	5	5	5	5	5	3	5	5	2	5
Caller 5	Other	Combination	will attend a pri	No	Attempt 1	Yes		5	5	5	5	4	3	5	5	5	5	5	5	3	5	5	3	5	4
Caller 5	Program is overwhelm	Calvert	will be homesch	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5
Caller 5	Program is overwhelm	Calvert	will be homesch	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5
Caller 5	Program is overwhelm	Calvert	will be homesch	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5
Caller 5	Program is overwhelm	Combination	will attend a pu	No	Attempt 2	Yes		5	5	5	5	4	5	5	5	4	5	5</							

Caller 5	Program is overwhelming	Virtual Classroom Only	will attend a ch	No	Attempt 2	Yes			5	5	5	5	5	1	5	5	5	5	5	1	5	2	4	4	5	4	4	4	5	5
Caller 5	Other	Combination	will attend a pu	No	Attempt 1	Yes			5	5	N/A	N/A	N/A	5	5	5	5	N/A	5	N/A	N/A	5	5	5	5	N/A	4	4	4	4
Caller 5	Program is overwhelming	Combination	will pursue a GE	No	Attempt 1	Yes			5	5	5	5	5	5	5	4	5	5	N/A	5	5	5	5	5	5	3	4	4	5	5
Caller 5	Other	Lincoln Interactive	will be homesch	No	Attempt 1	Yes			5	5	5	5	5	4	4	4	4	N/A	4	4	5	5	5	5	2	3	3	4	4	
Caller 5	Socialization concerns	Combination	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	2	5	5	5	4	5	5	5	5	5	5	4	4
Caller 5	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	4	5	5	5	2	5	5	5	4	5	4	5	5	5	5	5	5
Caller 5	Misses friends	Combination	will attend a pu	Yes	Attempt 2	Yes			5	5	5	5	5	5	5	5	5	5	N/A	5	5	5	5	4	5	5	5	5	5	5
Caller 5	Program is overwhelming	Combination	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	4	N/A	5	5	N/A	5	5	4	4	4	4	5	5
Caller 5	Misses friends	Combination	will attend a pu	No	Attempt 1	Yes			5	4	4	4	4	5	4	5	4	5	4	4	5	5	4	5	4	3	4	4	4	4
Caller 5		Lincoln Interactive	will attend a pu	No	Attempt 3	Yes			5	5	5	5	5	4	4	4	3	4	3	5	5	5	5	5	4	5	5	5	5	4
Caller 5		Lincoln Interactive	will attend a pu	No	Attempt 3	Yes			5	5	5	5	5	4	5	5	3	4	3	5	5	5	5	5	4	5	5	5	5	4
Caller 5	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes			5	5	5	5	5	5	5	5	4	N/A	N/A	3	5	5	5	5	4	3	4	3	5	4
Caller 5	Level of contact from th	Lincoln Interactive	will attend anot	No	Attempt 3	Yes			5	5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	3	4	4	4	4	4
Caller 7	Program is overwhelming	Calvert	will be homesch	No	Attempt 1	Yes			5	5	5	5	5	5	5	2	5	N/A	5	5	5	5	5	5	5	3	4	4	2	2
Caller 7	Supervising parent/adu	Calvert	will attend a pr	No	Attempt 1	Yes			5	5	5	5	5	4	5	5	N/A	N/A	5	5	3	2	5	1	5	5	5	5	5	5
Caller 7	Moving out of state	Calvert	will attend anot	No	Attempt 1	Yes			5	5	5	5	4	4	5	5	N/A	N/A	4	5	5	5	5	5	1	5	4	5	5	5
Caller 7	Program is overwhelming	Lincoln Interactive	will be homesch	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	4	4	4	5	5	5
Caller 7	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	No			5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Other	Combination	will attend anot	No	Attempt 1	Yes			5	5	5	5	5	4	4	4	N/A	N/A	5	5	5	5	4	3	5	4	5	5	5	5
Caller 7	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	4	5	5	N/A	4	5	5	4	3	4	3	5	5	5	5	5	5
Caller 7	Program is overwhelming	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	4	5	5	5	4	5	5	3	2	5	5	5	5	5	5	3	5	5	4	4	4
Caller 7	Supervising parent/adu	Combination	No		Attempt 2	No			5	5	4	5	4	3	5	5	5	5	5	5	5	5	5	5	5	2	4	5	5	5
Caller 7	Supervising parent/adu	Combination	will attend a pu	No	Attempt 2	Yes			5	5	5	4	5	4	4	4	3	5	5	5	5	4	5	5	5	2	4	5	5	5
Caller 7	Program is overwhelming for the student		has no immedia	No	Attempt 1	Yes			5	4	5	5	5	5	5	5	4	N/A	5	5	5	5	2	4	5	5	5	5	5	5
Caller 7	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	N/A	5	5	N/A	N/A	5	5	5	5	5	1	5	5	5	5	5	5
Caller 7	Other	Calvert	will attend a pr	No	Attempt 1	Yes			5	5	5	5	4	3	3	3	4	N/A	5	5	4	4	5	4	4	4	4	5	4	4
Caller 7	Other	Lincoln Interactive	will attend a pr	No	Attempt 1	Yes			5	5	5	5	4	5	5	5	5	5	5	5	N/A	5	5	5	4	4	4	5	5	5
Caller 7	Other	Combination	will attend anot	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	4	4	5	5	5	4	4	5	4	4	5	5	5	5
Caller 7	Other	Lincoln Interactive	will pursue a GE	Yes	Attempt 1	Yes			5	5	5	5	4	5	5	5	4	4	5	5	4	4	3	5	3	4	4	5	5	5
Caller 7	Misses friends	Lincoln Interactive	will attend a pu	Yes	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Other	Lincoln Interactive	will attend a pu	Yes	Attempt 2	Yes			5	5	4	4	4	5	5	5	4	5	5	5	5	4	5	5	3	5	4	5	5	5
Caller 7	Program is overwhelming	Virtual Classroom Only	will attend a pu	Yes	Attempt 1	Yes			5	5	4	4	4	5	4	4	5	5	5	3	5	5	5	4	5	5	3	5	3	5
Caller 7	Other	Combination	has no immedia	No	Attempt 2	Yes			5	5	4	5	5	5	5	5	N/A	5	N/A	5	N/A	N/A	5	5	5	5	5	5	5	5
Caller 7	Socialization concerns	Combination	will attend a pr	No	Attempt 2	Yes			5	5	5	5	5	5	5	5	5	4	4	5	4	5	4	5	4	5	4	5	5	5
Caller 7	Other	Virtual Classroom Only	will be homesch	No	Attempt 2	Yes			5	5	5	4	5	4	4	4	4	5	5	4	5	4	5	4	5	4	5	4	5	5
Caller 7	Socialization concerns	Virtual Classroom Only	will be homesch	No	Attempt 2	Yes			5	5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Other	Virtual Classroom Only	will attend a pr	No	Attempt 2	Yes			5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	3	5	5	5	5	5
Caller 7	Other	Virtual Classroom Only	will attend a pr	No	Attempt 2	Yes			5	5	4	4	4	5	5	3	3	N/A	N/A	N/A	5	5	5	1	5	2	3	5	1	3
Caller 7	Program is overwhelming	Calvert	will be homesch	No	Attempt 3	Yes			5	5	5	5	4	5	4	4	N/A	N/A	3	3	4	N/A	N/A	5	4	3	5	5	5	5
Caller 7	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes			5	5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	4	5	5	4	5	5	5
Caller 7	Supervising parent/adu	Lincoln Interactive	will attend a pr	Yes	Attempt 3	Yes			5	5	5	5	5	3	3	3	N/A	N/A	3	5	N/A	5	5	N/A	5	5	5	5	5	3
Caller 7	Supervising parent/adu	Lincoln Interactive	will attend a pr	Yes	Attempt 3	Yes			5	5	4	5	5	5	3	3	N/A	N/A	3	5	N/A	5	5	5	5	5	5	5	5	3
Caller 7	Other	Virtual Classroom Only	will attend anot	No	Attempt 3	Yes			5	5	5	1	5	5	5	5	5	5	5	5	1	N/A	3	5	4	5	5	5	5	5
Caller 7	Misses friends	Virtual Classroom Only	will attend a pr	Yes	Attempt 1	Yes			5	3	3	4	4	3	4	3	N/A	N/A	4	3	3	3	3	3	3	3	4	4	4	4
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes			5	5	5	4	3	5	5	5	N/A	5	4	5	N/A	5	5	3	4	5	3	5	5	5
Caller 7	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	4	5	5	N/A	N/A	4	5	5	4	5	5	5	4	4	5	5	5
Caller 7	Socialization concerns	Calvert	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	N/A	N/A	1	5	5	5	3	5	5	3	5	5	5	5
Caller 7	Program is overwhelming	Calvert	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	1	5	5	5	5	5	3	5	5	5	5
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	3	5	4	N/A	N/A	5	5	3	5	3	5	5	5	3	5	5	5	5
Caller 7	Other	Combination	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Other	Lincoln Interactive	has no immedia	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	N/A	N/A	5	5	4	5	5	5	5	5	5	5	5	5
Caller 7	Misses friends	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes			5	5	5	4	5	5	5	5	5	5	5	4	5	4	5	4	5	5	5	4	4	4
Caller 7	Other	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes			5	5	5	5	3	4	3	4	3	3	5	5	5	5	5	1	4	3	3	5	3	
Caller 7	Supervising parent/adu	Little Lincoln	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Other	Combination	will attend a pu	No	Attempt 1	Yes			5	5	4	4	5	5	5	4	5	4	5	5	5	5	4	5	5	5	5	5	5	5
Caller 7	Other	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes			5	5	5	4	N/A	5	5	4	N/A	N/A	4	N/A	5	5	5	4	4	4	4	5	5	5
Caller 7	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	3	3	5	5	5	3	5	5	3	4	4	4	4	4	4	4
Caller 7	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5
Caller 7	Other	Lincoln Interactive	has no immedia	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Socialization concerns	Little Lincoln	will attend a ch	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3	3	3	3	3
Caller 7	Socialization concerns	Lincoln Interactive	has no immedia	No	Attempt 1	Yes			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes			5	5	3	3	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4
Caller 7	Socialization concerns	Combination	will attend anot	Yes	Attempt 1	Yes			5	5	5	5	5	5	5	5</														

Caller 7	Other	Calvert	will attend a pri	Yes	Attempt 2	Yes		5	5	5	5	N/A	5	5	5	N/A	N/A	N/A	5	5	5	5	4	N/A	5	5	5
Caller 7	Supervising parent/adu	Calvert	will attend a ch	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5	
Caller 7	Supervising parent/adu	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	3	5	5	5	5	5	5	5	5	5	
Caller 7	Supervising parent/adu	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	1	1	5	5	5	5	5	5	5	5	5	1	4	4	4	4	
Caller 7	Socialization concerns;	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	4	4	4	4	5	
Caller 7	Other	Lincoln Interactive	will pursue a GE	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 7	Supervising parent/adu	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5	
Caller 7	Misses friends;#Level c	Lincoln Interactive	will attend anot	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	5	5	
Caller 7	Program is overwhelm	Lincoln Interactive	will pursue a GE	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 7	Socialization concerns;	Combination	will be homesch	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	3	3	3	3	3	3	4	2	5	3	2	
Caller 7	Program is overwhelm	Lincoln Interactive	will be homesch	No	Attempt 2	Yes		5	5	4	4	4	5	5	5	N/A	5	1	5	5	5	4	5	5	2	4	
Caller 7	Supervising parent/adu	Lincoln Interactive	will attend a ch	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	3	5	5	5	
Caller 7	Other	Combination	will be homesch	No	Attempt 2	Yes		5	5	5	5	3	5	4	4	N/A	4	3	4	1	1	5	4	4	4	3	
Caller 7	Other	Combination	will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	4	4	5	5	
Caller 7	Other	Combination	will attend a pri	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	
Caller 7	Other	Calvert	will attend a ch	Yes	Attempt 2	Yes		5	5	5	5	5	5	4	4	N/A	N/A	5	5	5	5	5	4	5	4	3	
Caller 7	Other	Lincoln Interactive	will attend a pri	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	4	5	5	5	
Caller 7	Other	Lincoln Interactive	will pursue a GE	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	N/A	3	5	5	5	5	
Caller 7	Socialization concerns;	Lincoln Interactive	will attend anot	No	Attempt 2	Yes		5	5	1	1	5	5	4	4	N/A	5	5	5	5	5	5	1	4	4	5	
Caller 7	Socialization concerns;	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5	5	
Caller 7	Socialization concerns;	Calvert	will attend anot	No	Attempt 2	Yes		5	5	3	3	4	5	5	5	N/A	N/A	1	5	5	5	1	1	1	1	3	
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		5	5	5	5	3	5	5	5	N/A	5	4	4	5	5	5	3	5	5	5	
Caller 7	Other	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	5	4	5	5	5	N/A	N/A	5	4	5	5	5	4	5	5	5	
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	4	5	4	
Caller 7	Supervising parent/adu	Missouri	will attend a pu	No	Attempt 2	Yes		5	5	5	5	N/A	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	5	5	5	5	5	
Caller 7	Other	Lincoln Interactive	will attend a ch	Yes	Attempt 3	Yes		5	5	5	5	4	5	5	5	N/A	N/A	5	4	5	5	5	5	5	5	5	
Caller 7	Socialization concerns;#Other	Other	will attend a pu	Yes	Attempt 3	No		5	5	5	5	5	5	5	5	N/A	N/A	N/A	4	3	3	3	5	5	5	5	
Caller 7	Supervising parent/adult returning to work for	Other	will attend a pu	Yes	Attempt 3	Yes		5	5	5	5	5	5	5	5	N/A	N/A	N/A	5	3	3	5	5	5	5	5	
Caller 7	Supervising parent/adult returning to work for	Other	will attend a pu	Yes	Attempt 3	Yes		5	5	5	5	5	5	5	5	N/A	N/A	N/A	5	3	3	5	5	5	5	5	
Caller 7	Other	Calvert	will be homesch	No	Attempt 3	Yes		5	5	5	5	5	4	5	5	N/A	N/A	5	5	5	5	5	2	2	2	2	
Caller 7	Other	Lincoln Interactive	will attend a pri	No	Attempt 3	Yes		5	5	5	5	2	5	5	5	N/A	N/A	1	3	3	1	5	4	4	2	5	
Caller 7	Other	Lincoln Interactive	will attend a pri	No	Attempt 3	Yes		5	5	5	5	2	5	5	5	N/A	N/A	2	1	5	5	5	4	4	2	5	
Caller 7	Other	Calvert	will attend a pri	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 7	Moving out of state	Calvert	will attend a pu	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	4	N/A	3	4	5	4	5	
Caller 7	Misses friends	Calvert	will attend a pu	No	Attempt 3	Yes		5	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	
Caller 7	Other	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes		5	5	4	4	5	3	5	5	5	4	3	5	2	3	5	4	5	5	5	
Caller 7	Other	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	4	4	4	4	4	4	N/A	N/A	4	3	3	3	4	4	3	4	4	
Caller 7	Other	Calvert	will attend anot	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	3	N/A	N/A	4	5	
Caller 7	Other	Combination	will attend a ch	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	5	N/A	5	5	5	5	4	5	5	5	
Caller 7	Other	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	5	4	5	4	4	4	4	4	5	4	4	3	5	5	5	4	
Caller 7	Other	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	5	4	5	4	4	N/A	N/A	4	4	5	4	4	3	5	5	4	
Caller 7	Misses friends	Lincoln Interactive	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	4	4	5	4	4	5	4	5	4	5	5	4	5	
Caller 7	Socialization concerns;	Calvert	will attend a pu	No	Attempt 2	Yes		5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 7	Supervising parent/adu	Virtual Classroom Only	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	5	5	5	5	5	5	4	5	4	5	
Caller 7	Other	Calvert	will be homesch	No	Attempt 2	Yes		5	5	5	5	3	4	2	5	N/A	N/A	N/A	N/A	N/A	N/A	5	5	5	5	4	
Caller 7	Other	Lincoln Interactive	will be homesch	No	Attempt 2	Yes		5	5	5	5	3	4	3	3	N/A	N/A	4	3	4	4	4	5	4	4	4	
Caller 7	Socialization concerns	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes		5	5	5	5	4	5	5	5	N/A	N/A	5	4	5	4	5	5	5	5	5	
Caller 7	Other	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	4	4	5	5	4	5	4	5	
Caller 7	Other	Combination	will pursue a GE	No	Attempt 3	Yes		5	5	4	4	5	5	5	5	N/A	3	4	4	4	5	3	3	5	4	5	
Caller 7	Other	Combination	will pursue a GE	No	Attempt 3	Yes		5	5	4	4	5	5	5	5	N/A	3	4	4	4	4	5	3	3	5	4	
Caller 7	Other	Combination	will attend a pu	No	Attempt 2	Yes		5	5	5	5	4	5	5	5	N/A	4	4	4	4	4	5	5	4	5	5	
Caller 7	Other	Combination	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	3	3	3	N/A	5	5	5	5	5	5	4	5	3	5	
Caller 7	Other	Combination	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	4	3	5	5	5	4	3	4	4	5	
Caller 7	Other	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	N/A	3	5	4	4	4	4	5	5	5	
Caller 7	Other	Calvert	will attend a pri	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	N/A	4	3	5	4	4	4	4	5	5	
Caller 7	Level of contact from t	Lincoln Interactive	will attend a pu	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5	5	
Caller 7	Socialization concerns;	Lincoln Interactive	will attend a ch	No	Attempt 2	Yes		5	5	5	5	5	5	5	5	N/A	N/A	5	5	5	5	5	5	5	5	5	
Caller 7	Other	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	N/A	4	5	N/A	5	5	4	5	4	5	
Caller 7	Other	Combination	has no immedia	No	Attempt 1	Yes		5	5	5	5	N/A	5	5	5	N/A	N/A	4	4	N/A	3	5	5	4	4	4	
Caller 8	Other	Lincoln Interactive	will pursue a GE	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	5	5	4	5	5	5	4	4	5	5	
Caller 8	Other	Virtual Classroom Only	has no immedia	No	Attempt 1	Yes		5	5	5	N/A	N/A	5	5	3	5	4	N/A	4	5	4	4	5	4	4	5	
Caller 8	Other	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	N/A	5	4	4	N/A	4	N/A	5	5	2	4	3	5	4	2	
Caller 8	Other	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Caller 8	Other	Combination	will attend a pu	No	Attempt 3	Yes		5	5	1	1	N/A	5	5	5	4	3	3	N/A	4	1	3	2	3	5	4	
Caller 8	Other	Lincoln Interactive	will attend a pri	No	Attempt 1	Yes		5	5	N/A	N/A	5	5	5	5	5	5	5	5	5	N/A	3	5	4	3	4	
Caller 8	Other	Lincoln Interactive	will attend a pu	Yes	Attempt 1	Yes		5	5	3	3	5	5	5	5	N/A	5	5	5	5	5	4	4	4	4	5	
Caller 8	Misses friends;#Other	Combination	will be homesch	No	Attempt 3	Yes		5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	
Caller 8	Socialization concerns;	Combination	will attend a pu	No	Attempt 3	Yes		5	5	5	5	3	5	5	5	5	5	N/A	5	5	5	5	5	5	5	5	
Caller 8	Other	Lincoln Interactive	has no immedia	Yes	Attempt 1	Yes		5	5	4	4	N/A	5	4	4	N/A	4	N/A	N/A	N/A	4	3	5	5	3	3	
Caller 8	Moving out of state	Calvert	will pursue a GE	No	Attempt 1	Yes		5	5	5	5	5	5	5	5	N/A	N/A	4	5	5	3	5	4	5	5	5	
Caller 8	Program is overwhelm	Calvert	will attend a pu	No	Attempt 1	Yes		5	5	5	5	N/A	5	5	5	N/A	N/A	N/A	N/A	5	5	5	4	5	4	5	

Caller 9	Supervising parent/adu	Little Lincoln	will attend a pu	No	Attempt 1	Yes	Yes	5	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5	5	N/A	N/A	N/A	5	5
Caller 9	Misses friends	Missouri	will attend a pu	No	Attempt 1	Yes	Yes	5	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	4	4
Caller 9	Supervising parent/adu	Virtual Classroom Only	will attend a pu	No	Attempt 1	Yes	No	5	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caller 9	Student lacks motivation to do the required wo		will attend a pri	No	Attempt 1	Yes	Yes	5	5	5	5	N/A	N/A	5	5	N/A	N/A	N/A	N/A	N/A	4	4	4	4	4	4	4
Caller 9	Misses extracurricular school activities		No	Attempt 2	Yes	Yes	5	5	5			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3
Caller 9	Misses friends		will attend a pu	No	Attempt 2	Yes	No	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caller 9	Student lacks motivation to do the required wo		will attend a pu	No		Yes	Yes	5	5	5	5	5	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	5	5	N/A	N/A	N/A	N/A	5
Caller 9		Combination		No	Attempt 2	Yes	Yes	5	5	5	5	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A		5
Caller 9			will attend a pu	No	Attempt 2	Yes	Yes	5	5	5			5	5	N/A	N/A	N/A	N/A	N/A	N/A	5	5	N/A	N/A	N/A	N/A	5
Caller 9	Program is overwhelm	Combination	will be homesch	No	Attempt 3	Yes	Yes	5	5	5	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	5	N/A	N/A	4	N/A	4
Caller 9		Combination	will attend a ch	No	Attempt 3	Yes	Yes	5	5	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	4	4

MEMORANDUM

TO: Interested Parties
FROM: Joe Hickerson
RE: Analysis of Online Survey for PA Cyber Charter
DATE: May 30, 2013

SUMMARY

Cyber charter schools in Pennsylvania currently face a substantial stature gap with the other educational settings in the state. They hold a much less popular place in the minds of most parents than public, private or parochial schools. Much of this can be attributed to a lack of understanding about how cyber charters work and the full array of programs they can offer. Once parents are presented with information about PA Cyber Charter School in particular, they become substantially more favorable toward cyber charters in general. In comparison to parents overall, current PA Cyber Charter parents show no discontent with cyber charters and are universally happy with PA Cyber Charter in particular.

Despite their general popularity with most Pennsylvania parents, public schools are given a mediocre rating for their performance. Parents say that quality teachers, access to technology and individualized support and attention matter most in their children's education. They are looking for schools that have an experienced faculty that maintains open communications with the parents of its students. However, a sizeable number don't believe these criteria are being met and nearly a third of all parents say they would switch the type of school their children currently attend if they had the ability to do so.

Knowing little about how cyber charters work, few parents who desire to change school types view them as an alternative. However, once given more information about how cyber charters work, parents become much more likely to consider cyber charter schools as an option. To be sure, a large majority of parents say they are unlikely to consider cyber charters but the survey reveals that a promising segment of dissatisfied parents can be persuaded to regard them as a viable choice. PA Cyber Charter School should focus its communications on the qualifications and certifications of its faculty and staff, as well as the accessibility of both its technology and instructors to its students. Additionally, the most appealing programs at the school are not limited only to those for high-achievers. The coaching and guidance the school offers students who need it appeal to parents likely to consider a cyber charter school, as well as current PA Cyber Charter School parents.

Finally, PA Cyber Charter School faces a tough environment if its former chief administrator is indicted. Major doubts about the school are raised among parents overall after they learn of the situation and neither of the responses tested do anything to eliminate these doubts. The good news is that PA Cyber Charter parents are unfazed by news of the potential indictments. Among those with doubts about keeping their children enrolled, informing them that all ties with the former administrator have been completely severed works very well in erasing any doubts.

PENNSYLVANIA EDUCATION LANDSCAPE

Public schools in Pennsylvania are quite popular among residents with school age children (73% favorable/27% unfavorable). This popularity extends across nearly every demographic group, but there are some notable exceptions and differences in degree. The popularity of public schools is only eclipsed by private schools (73% favorable/16% unfavorable), but not by the similarly privately funded parochial schools (57%/28%).

- Respondents younger than 30 (67% favorable/33% unfavorable) are slightly less favorable toward public schools than those age 30-44 (75%/25%) or 45 and older (71%/28%).
- Those without a college degree (68%/32%) are also less favorable than those who have a degree (76%/23%).
- Non-whites (59%/40%) are much less favorable toward public schools than whites (76%/23%). This lower rating from ethnic minorities is driven by the net negative view of respondents from the city of Philadelphia (32%/68%) and those living in urban areas (48%/51%).
- Self-described political conservatives (62%/38%) have a dimmer view of public schools than either liberals (76%/23%) or moderates (79%/21%).

Charter schools (47% favorable/27% unfavorable) were rated 26 points less favorably than traditional public schools.

- Much of their popularity comes from non-white respondents (67%/13%) and those living in urban areas (65%/22%), especially the city of Philadelphia (79%/17%).

Homeschooling is viewed negatively by a majority of Pennsylvania parents (34% favorable/54% unfavorable).

- There is a large gender gap in its popularity with women (40% favorable/48% unfavorable) much more likely to rate it favorably than men (25%/61%) with non-college women (42%/39%) giving it net positive ratings.
- Self-described conservatives (47%/45%) also give homeschooling a net positive rating and it is popular among most Evangelical Protestants (55%/37%).

PA Cyber Charter's current parents view the types of Pennsylvania schools much differently than the parents overall.

- They have a high opinion of private schools (64% favorable/13% unfavorable) and parochial schools (59%/21%), but public schools (24%/74%) are very unpopular with them.
- Charter schools are also very popular among PA Cyber Charter's parents (66%/8%).
- Unlike parents of school aged children over all, homeschooling is incredibly popular among PA Cyber Parents (81%/11%).

Despite the general popularity of public schools, most Pennsylvanians with school age children give them a mediocre performance rating.

- When placed on a hypothetical grade scale, public schools only receive a "C" (2.47 GPA) with only 15% awarding them an "A".
- PA Cyber Charter parents are much harsher in their assessment (1.54 GPA) of their performance.

Much of this dissatisfaction among school aged parents is caused by concern for the amount and effectiveness of testing in Pennsylvania's public schools (27% top two problems), as well as a lack of funding (24%).

- PA Cyber Charter's parents also say testing is a large problem in public schools (25% top two problems), but are even more likely to say bullying (31%) is a top concern and nearly as likely to respond the "overall quality of the schools" (21%).

Concern for their child being bullied at school is not a dominant concern for most Pennsylvania parents (27% very concerned) and the shock of the Newtown school shootings does not appear to dramatically affect the concern parents have for "the security of your child's school and for your child's personal safety" (23% very concerned).

- However, current PA Cyber Charter parents (45% very concerned) say they were much more worried about bullying before their child enrolled in PA Cyber. They were also more concerned for their children's personal safety (38%) before starting them at PA Cyber.

A significant number of Pennsylvania parents are dissatisfied enough with their child's current educational setting that they would change their current type of school if they had the ability to do so (34%). ***This is a key finding and an important group for PA Cyber Charter to target with its communications efforts.***

- The vast majority of these parents (82%) currently send their children to a public school with significantly fewer sending them to a parochial school (10%), private school (7%), charter school (6%), cyber charter (4%) or home school (3%).
- Given the choice, most of these parents would send their children to a private school (54%) with less than half as many saying they prefer a parochial school (21%) and very few saying a cyber charter school (4%).
- Parents under 30 (44%) have a greater tendency to want to change schools than older parents. Women under 40 (43%) also tend to say they would switch schools if they could.
- Parents without a college degree (42%) are more likely to want to change their child's school type than those with a college education (29%).
- Half of all non-white parents (50%) say they would switch school type which is a significant factor in the large number of urban parents (41%) who say they would switch school types. However, this isn't just an urban versus rural issue with small town and rural parents (40%) equally as likely to want to switch their child's school type.
- Self-described conservative parents (42%) are much more likely to want to change their school type than liberals (30%) or moderates (30%).
- Parents with more than 3 children (42%) also have a greater tendency to want to switch their children's school setting.
- Parents with children 12 or older (39%) also are more likely to say they would switch.

Furthermore, the survey reveals that 26% of parents have, in fact, previously enrolled their children in a different type of school than they are currently attending.

- Beyond the mundane reason of switching school type because of a change in residency (32% top two factors), Pennsylvania parents are just as likely to say they changed school types because of poor academic standards (32%). Only half as many said safety concerns (15%) or a decrease in their family income (15%) played a role in the decision.

- PA Cyber Charter parents are much more likely to say their children's inability to learn at their own pace (35% top two factors) and bullying (35%) were the top factors for changing school type. Bad teachers (28%) is the other top factor in the decision process.

CYBER CHARTER SCHOOLS

In comparison to other school types tested in the survey, cyber charter schools (28% favorable/43% unfavorable) are much more unpopular. This general unpopularity is spread across most of the demographic subgroups with only a few exceptions.

- Parents under 30 (32% favorable/35% unfavorable) are split on cyber charters while those age 30 to 44 (27%/43%) and older than 45 (27%/45%) are very negative in their view.
- Self-described conservatives (34% favorable/35% unfavorable) are more mixed in their view of cyber charters than liberals (26%/52%) and moderates (24%/43%) who are very unfavorable toward them.
- Evangelical Protestants (38%/42%) are more mixed in their opinion of cyber charters than parents overall.
- Parents of three or more children (32%/30%) are slightly more likely view cyber charters favorably than unfavorably
- Home schooling parents (44%/22%) view cyber charters very favorably, but the sample size is very small (n=18) and should only viewed as general impression and not for comparison to other data points.
- ***On the other hand, current PA Cyber Charter parents (98%/1%) are universally favorable toward cyber charter schools.***

CYBER CHARTER FAVORABILITY								
Subgroup	Total Fav	Total Unfav	Can't Rate	Subgroup	Total Fav	Total Unfav	Can't Rate	
Total	28	43	30	Total	28	43	30	
Men	24	45	31	Liberal	26	52	21	
Women	30	41	29	Moderate	24	43	34	
18-29	32	35	33	Conservative	34	35	31	
30-44	27	43	30	Catholic	21	44	34	
45+	27	45	28	Evangelical Protestant	38	42	19	
Men younger than 40	23	44	33	Non-Evangelical Protestant	30	40	29	
Men 40 or older	25	46	29	One child	27	43	30	
Women younger than 40	32	38	29	Two children	26	47	27	
Women 40 or older	28	42	29	Three or more children	32	30	38	
Non-college graduate	27	38	35	Under age 5	24	35	41	
College graduate	28	46	27	Age 5 to 11	29	44	27	
Non-college men	26	37	37	Age 12 or older	30	40	29	
College men	23	49	27	Attend public school	26	42	32	
Non-college women	28	38	33	Total attend non-traditional public school	34	40	26	
College women	31	43	26	Attend private school	25	57	18	
White	26	44	30	Attend charter school	24	52	24	
Non-white	35	38	28	Attend parochial school	29	38	32	
Small town/rural	30	35	35	Home School	44	22	34	
Suburban	27	45	29	Would switch to different type of school	28	35	37	
Urban	24	58	18	Would stay in current school	27	46	26	

After Pennsylvania parents are given further details about cyber charters and their operations, their favorable rating jumps by 30 points to 58%, with their unfavorable rating remaining essentially the same at 42%:

As you may or may not know, cyber charter schools are independently managed public schools that receive taxpayer dollars and are open to all students. They are not private schools and do not charge tuition. Cyber charter students are taught from home through instruction provided over the Internet and a computer. Students are provided at no cost a laptop or desktop computer, a high-speed Internet connection, and textbooks. Students can take real-time classes over the Internet with certified teachers. Cyber charter schools have more independence from the Pennsylvania Department of Education than traditional public schools when it comes to flexibility in curriculum and new teaching approaches. They are bound by a contract with the state that lays out the school's mission and goals and are held accountable for their school's performance.

Parents were also asked after reading that paragraph, how likely they would be to consider enrolling their children in a cyber charter. Not quite a quarter (22%) said they would consider it with 76% saying they were unlikely to do so (45% not at all likely).

- Voters younger than 30 (33%) are more likely to say they would consider it than voters age 30-44 (20%) and older than 45 (21%). Women under 40 (27%) are particularly likely to say they would consider enrolling their children.
- Non-college graduates are also more likely to consider it (29%) than college graduates (17%). This is especially true for non-college women (33%).
- Evangelical Protestants (29%) have a greater than overall likelihood to consider it.
- Rural/small town parents (33%) also express a larger inclination to consider enrolling their children in a cyber charter than suburban (14%) or urban (20%) parents.
- Nearly a third (32%) of parents with 3 or more kids reply they would consider it.
- Finally, a majority (56%) of home schooling parents say they would consider a cyber charter, but keep in mind this is from a very small sample size.

LIKELIHOOD OF CONSIDERING CYBER CHARTER (INITIAL)

Subgroup	Likely	Not Likely	Subgroup	Likely	Not Likely
Total	22	76	Total	22	76
Men	17	82	Liberal	19	79
Women	25	71	Moderate	22	75
18-29	33	65	Conservative	23	74
30-44	20	77	Catholic	18	79
45+	21	77	Evangelical Protestant	29	64
Men younger than 40	23	76	Non-Evangelical Protestant	24	76
Men 40 or older	15	85	One child	20	78
Women younger than 40	27	68	Two children	20	78
Women 40 or older	23	74	Three or more children	32	65
Non-college graduate	29	68	Under age 5	26	71
College graduate	17	81	Age 5 to 11	22	76
Non-college men	21	77	Age 12 or older	25	73
College men	15	85	Attend public school	23	75
Non-college women	33	62	Total attend non-traditional public school	20	77
College women	18	78	Attend private school	25	73
White	21	77	Attend charter school	8	89
Non-white	23	73	Attend parochial school	15	81
Small town/rural	33	65	Home School	56	44
Suburban	14	83	Would switch to different type of school	28	69
Urban	20	80	Would stay in current school	18	79

The top reason (66%) given by parents for considering enrolling their children in a cyber charter is that “they have flexibility in curriculum and teaching approaches.” Additionally, half of all parents (51%) say because “they are open to all students and do not charge tuition” and a large number (41%) say because “students are taught at home through instruction over the internet”.

- These are the same reasons current PA Cyber Charter parents say they factored most when enrolling their children in the school – 74% “flexibility in curriculum and teaching approaches”, 58% “open to all students and do not charge tuition”, and 53% “students are taught at home through instruction over the internet.”

Parents who said they would not be likely to consider enrolling their children in a cyber charter were primarily concerned with socialization and non-academic programs.

- The largest number (79%) say they will not consider a cyber charter because of “Not enough socialization and interaction with other students”.
- Nearly half (47%) say it is because of “Lack of extra-curricular activities and clubs,” while slightly fewer (44%) say “Concern for access to arts programs like music, theater and visual arts.”

Most Pennsylvania parents are very unfamiliar with individual cyber charter schools. PA Cyber Charter (15% favorable/10% unfavorable) is the best known of those tested, with Agora Cyber Charter (8%/9%), Commonwealth Connections Academy (10%/7%), PA Virtual Charter (7%/8%), and PA Leadership Charter (7%/7%) at least 10 points less familiar to parents across the state.

- In contrast, nearly every current PA Cyber Charter parent (99% favorable) is familiar with their school and it is very encouraging to see large numbers rate it very favorably (85%) and none unfavorably.
- PA Cyber Charter parents are not as familiar with other cyber charters. Agora Cyber (18% favorable/14% unfavorable) is the best known with smaller numbers able to rate Commonwealth Connections (16%/9%), PA Virtual (25%/4%), and PA Leadership Charter (10%/2%).

Advertising and word of mouth have brought the most attention to PA Cyber Charter. Parents who were familiar with PA Cyber Charter were most likely to say they heard about the school from parents who send their child there (29%) while just under a quarter say they saw either a television advertisement (24%) or a radio advertisement (23%) for the school.

- Current PA Cyber Charter parents are much more likely to say they first learned of the school from parents of its students (56%). An online search (21%) was also more likely to have brought PA Cyber to their attention than either television (12%) or radio (12%) advertisements.

TARGETS

At the beginning of the survey, respondents were asked how favorably they viewed cyber charter schools and the likelihood of considering enrolling their children in one. Then as the survey progressed, respondents were presented with detailed messages about PA Cyber Charter School programs and attributes. Following these batteries of information and before the conclusion of the survey, they were asked once again how favorable an opinion they had of cyber charters in general and how likely they would be to consider enrolling their children in one. By comparing the initial responses to these questions with the post-message responses, we can create groups of parents to target for PA Cyber Charter's communications efforts.

Increased Favorable Targets

By the conclusion of the survey, the favorable rating for cyber charter schools increased by 35 points to 63% and the unfavorable rating dropped by 6 points to 37%. ***These parents represent 18% of all respondents.***

CYBER CHARTER FAVORABILITY MOVEMENT			
	Initial	Informed	Post-Messages
Favorable	28%	58%	63%
Unfavorable	43%	42%	37%

- Parents who become more favorable toward cyber charters are much more likely to be women (18% of all women and 58% of all who become more favorable).
- These parents also tend to be college educated (20% become more favorable), especially college educated women (21%).
- Non-white parents (22%) become more favorable toward cyber charters at greater rates than whites (16%).
- Parents who are self-described liberals (23%) also have a larger tendency to become more favorable.
- Parents with two children (21%) also tend to become more favorable toward cyber charters through the course of the survey.

Likelihood to Enroll Targets

Learning more about PA Cyber Charter was somewhat effective in increasing the likelihood of parents to consider a cyber charter school for their children. The number of parents who said they would increase by 5 points to 27% and the number who would not be likely to consider it drops by 6 points to 70%. ***A combination of parents who say they would be likely to consider a cyber charter at either question represents 30% of all respondents.***

LIKELY TO CONSIDER CYBER CHARTER		
	Initial	Post-Messages
Likely	22%	27%
Not likely	76%	70%

- Women (36%) and parents under age 30 (50%) have a greater tendency to say at least once in the survey they would be likely to consider enrolling in a cyber charter. Women under 40 (41%) are especially likely to say so.
- Parents without a college degree (36%) are also more likely to consider it, especially women without a college education (41%).
- Non-white parents (41%) have a greater tendency to say at least once they would consider enrolling their children in a cyber charter school.
- Large numbers of rural/small town parents (44%) also say they would be likely to consider it.
- Parents with more than three children (40%) and parents with a child younger than age 5 (37%) have greater tendencies to say they would consider a cyber charter for their children.

MESSAGING

Frustrations with current school situation

PA Cyber Charter is uniquely qualified to solve a frustration that a sizeable segment of Pennsylvania parents have with their family's current educational situation – a desire for their kids to be at home where they can be more involved and assured that values important to their family are being taught as well.

- Pennsylvania parents are most likely to say they would enjoy having their kids at home so they could see what they are learning and be more involved (34% fits their family well). This is a top response among all the target groups, particularly those who say they are likely to consider enrolling in a cyber charter (58%). Additionally, the largest number (78%) of current PA Cyber Parents say having their children at home was a desire they had for their family before enrolling in the school.
- Parents are also frustrated over their current school not teaching “the values my family finds most important.” This is the second highest frustration among parents who said they would change schools if they could (39%) and those likely to consider enrolling their children in a cyber charter (35%). A large number (57%) of current PA Cyber Charter parents also listed this as a frustration before starting their children at PA Cyber.
- Frustrations with finding a balance between academics and their children's activities outside of school (24% of all parents) is the second highest frustration tested in the survey. However, for parents who say they would change schools, it is 12 points lower than the frustration with their school not teaching values (27% “difficult to find a balance” versus 39% “fails to teach values”). Additionally, only 30% of current PA Cyber Charter parents say it fits their family before enrolling in the school.

FRUSTRATIONS WITH SCHOOL SITUATION

Sorted by % Fits your family well

	Total	PA Cyber Parents	Change School	Increase Fav	Likely To Enroll
I would enjoy having my child/children at home knowing what they're learning and being more involved in their education	34	78	46	27	58
It is difficult to find a balance between academics and my child's/children's activities outside of school	24	30	27	25	32
I am unhappy with the quality of education my child/children receive at their current school	22	54	39	21	28
My child's/children's current school fails to teach the values my family finds most important	22	57	39	18	35
My child/children are becoming frustrated at their current school because it is difficult for them to work ahead	18	40	30	16	28
My family's schedule doesn't fit well with my child/children's current school	13	37	16	19	19
My child/children are having difficulty fitting in and making friends at their current school	11	36	19	7	21
My child/children are falling behind at their current school because it is difficult to work at their own pace	10	32	14	8	17

Desired School Attributes

PA Cyber Charter should describe itself as an open environment where parents have the ability to interact with an experienced staff to put together the best learning program for their children.

- Most Pennsylvania parents (66%) say "open communications between parents and the school is an extremely important factor when they assess a school. Each of the key target groups of parents are also most likely to mention this factor, especially those likely to consider enrolling their children in a cyber charter (74%).
- The experience of a school's faculty and staff (53%) and innovation in learning techniques and curriculum (51%) are extremely important factors for a majority of Pennsylvania parents in how they assess a school, as well as for those most likely to consider a cyber charter for their children.
- Discussion of salaries is a non-factor for nearly all Pennsylvania parents, with barely any saying teacher (11%) or administrator salaries (10%) play a role in how they rate a school.

MOST IMPORTANT FACTORS FOR ASSESSING SCHOOLS

Sorted by % Extremely Important

	Total	PA Cyber Parents	Change Schools	Increase Favs	Likely To Enroll
Open communications between parents and the school	66	88	64	61	74
Experience of faculty and staff	53	67	52	42	54
Innovation in learning techniques and curriculum	51	72	50	40	56
Accountability for educational results	49	68	48	45	53
Size of teacher salaries	11	7	9	9	11
Size of school administrator salaries	10	9	10	8	10

An emphasis on the quality of its faculty should also be prominent in PA Cyber Charter's communications, particularly in relation to how much individual attention it can provide each student.

- Nearly a third of Pennsylvania parents (31%) say “having a high quality teacher” is the most important factor when it comes to their child’s education, and 75% of them list it as an extremely important factor in education. The largest number of parents who would change schools (80%) and say they are likely to consider enrolling in a cyber charter (76%) also list this as an extremely important factor.
- Individualized attention is also a significant factor for Pennsylvania parents overall (56% extremely important), including parents who say they would change schools (61%) and those who are likely to consider enrolling in a cyber charter (65%).
- Access to technology (61% all Pennsylvania parents) is an important factor for many parents that PA Cyber Charter by definition should be able to provide.
- Communications should also stress how PA Cyber Charter works to fit a learning program to each child’s need. While not a top factor for Pennsylvania parents overall, large numbers of current PA Cyber Charter parents say “ability for child to learn at own pace” (78%) and “flexibility in curriculum and subject selection” (74%) are extremely important in their children’s education.

MOST IMPORTANT FACTORS IN EDUCATION					
Sorted by % Extremely Important					
	Total	PA Cyber Parents	Change Schools	Increase Favs	Likely To Enroll
Having a high-quality teacher	75	83	80	73	76
Access to technology	61	67	59	59	63
Individualized attention	56	73	61	54	65
Availability of STEM programs	55	52	58	52	55
Academic support and tutoring	54	70	56	57	59
Providing arts and music education	47	44	48	43	49
Rigorous academic standards	47	49	47	55	44
Attending a school with high performance ratings	47	46	50	50	46
Guidance counseling and goal setting	44	44	52	42	47
Socialization with other students	44	23	43	51	46
Ability for child to learn at own pace	41	78	44	42	52
Extracurricular activities	38	20	40	43	37
Flexibility in curriculum and subject selection	38	74	44	40	44

Best Messages for PA Cyber Charter

The top messages tested as reasons to enroll in PA Cyber Charter school match well with the educational factors Pennsylvania parents list as most important.

- The qualifications of PA Cyber Charter School's faculty and curriculum is the most convincing reason for most Pennsylvania parents to enroll their child in the school (23% very convincing) with over half (53%) of all parents who are likely to consider enrolling in a cyber charter saying it is a convincing reason. This is also the top message among current PA Cyber Charter parents (84%).
- Only slightly fewer parents overall (22% very convincing) say the message that PA Cyber students are provided with technology and tech support for free is a convincing reason to enroll. Just under half (46%) of parents likely to consider enrolling and a third (33%) of parents who increase in favorability say this is a convincing reason.
- A large number of parents in the important target groups say the message that PA Cyber Charter students follow lesson plans that move at each student's own pace is a very convincing reason to attend PA Cyber Charter (19% all parents, 27% change schools targets, 44% likely to enroll targets).

REASONS TO SEND CHILD TO PA CYBER CHARTER

Sorted by % Very Convincing

	Total	PA Cyber Parents	Change Schools	Increase Favs	Likely To Enroll
Curricula and teachers approved by Department of Education PA Cyber's school curricula is approved by the Pennsylvania Department of Education and its teachers are all certified to teach in Pennsylvania. PA Cyber high school graduates meet all the same requirements as students in traditional schools, and their diploma meets all college admission standards.	23	84	29	28	53
Students provided technology and tech support for free All PA Cyber students are given at no cost a state-of-the-art laptop or desktop computer, a high-speed Internet connection, a multi-purpose printer and technical support. Students do not need to have an extensive knowledge of computers to be successful because technical staff walk students through problems they may encounter and training on various programs is offered on a regular basis.	22	66	27	33	46
Follow lesson plans that move at students' own pace PA Cyber students follow lesson plans that are designed to move at their own pace. They have much more access to their teachers than students in traditional schools, which means all students receive the personal attention they need to achieve.	19	75	27	19	44
Progress closely monitored and parents have access to grades All PA Cyber students' progress is monitored not only by their individual subject teachers, but also by a supervisor who ensures on a weekly basis they are not falling behind. PA Cyber parents are also able to see any grades for work submitted at any time over the Internet.	18	82	21	20	40
Offers real-time and self-paced learning PA Cyber offers the option of real-time learning for students who respond best to instruction similar to that offered in a traditional classroom environment. It also offers self-paced learning for students who need greater flexibility, are motivated learners, have medical issues, have children, travel regularly or have parents who work non-traditional hours.	18	83	22	26	39
Tuition is free and students may start at any grade level PA Cyber is a public school, so tuition costs are paid by dollars allocated by the state and the local school district of the student. Any student who is a resident of Pennsylvania may enroll in PA Cyber and students can start at any grade level from kindergarten through 12th grade.	18	81	24	26	38
Is a pioneer in online learning with extensive course offerings PA Cyber is a pioneer in online learning and its students have more extensive course offerings than traditional schools, so they can explore academic areas that interest them the most in more depth.	15	69	22	17	32

PA Cyber Charter programs that appeal most to parents are those that offer individualized attention to both the most high achieving students and those who are falling behind.

- The most appealing program overall (30% very appealing) is the AP course program that includes small class sizes that encourages individual interaction with the instructor. This is also very appealing to half of all parents (53%) who say they are likely to consider enrolling in a cyber charter.
- As with the AP program, the gifted program “based on the unique needs of each gifted student” is very appealing to many parents overall (28%) and just over half (51%) of parents likely to consider enrolling in a cyber charter.
- The most appealing programs are not limited to just those for the most accomplished students. The program that provides coaches to students with gaps in their development is very appealing to one in five (21%) of all parents and a large number (44%) of parents likely to consider cyber charter enrollment. The guidance counselor program that helps all students achieve success is also very appealing to the parents who say they would consider a cyber charter (44%).

APPEAL OF PA CYBER CHARTER PROGRAMS

Sorted by % Very appealing

	Total	PA Cyber Parents	Change Schools	Increase Favs	Likely To Enroll
Offers AP courses with small class sizes PA Cyber offers College Board certified Advanced Placement courses in subjects like biology and calculus. The AP students are provided with small class sizes to encourage individual interaction with their teacher and are provided with a guidance counselor to help them transfer the credits to the college of their choosing.	30	68	40	38	53
Gifted program based on unique needs of each student PA Cyber's gifted education program exceeds Pennsylvania's state standards. PA Cyber's gifted students receive services and are enrolled into programs based on the unique needs of each gifted student, including enrichment courses, the support of gifted coordinators, and educational outings.	28	57	34	40	51
Provides coaches to students with gaps in development PA Cyber provides coaches to students who experience gaps in their reading and math development. These coaches help students with their customized plans to help realize success. Students are regularly assessed to measure their improvement, in addition to determining their ongoing needs.	21	64	24	31	44
Provides guidance counselors to work with all students PA Cyber guidance counselors work with all students to ensure their potential is fully realized academically and socially in order to achieve success. Students receive individual and group assistance through programs ranging from college and career guidance, to college financial aid services, to personal and emotional counseling.	19	62	25	22	44
Offers blended learning to help with build social skills PA Cyber offers "blended learning" programs in which students supplement their online, at-home education with on-site, in-person learning at PA Cyber facilities throughout Pennsylvania where they receive instruction while building their social skills.	19	55	27	26	46
Offers additional support to help HS students catch up PA Cyber is dedicated to providing additional support for high school students who are one or more years behind academically. These students are set up with instructional plans to facilitate their individual academic and credit recovery needs, then given the extra instruction necessary to catch up to their grade level.	18	57	20	26	37
Committed to providing access to the fine arts PA Cyber is committed to providing students access to the fine arts through online and in-person workshops, classes, seminars, performances, and other special presentations in music, theater, dance, creative writing, and visual arts.	17	58	25	20	41

Students able to establish friendships with others

PA Cyber students establish friendships with other students participating in their online classrooms, in addition to various school clubs and field trip opportunities offered throughout the year.

15	46	21	17	39
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Offers program for pregnant students and teen parents

PA Cyber offers a program for pregnant students and teen parents that provides them the same educational options as their peers in a traditional school.

14	31	14	24	24
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POTENTIAL INDICTMENTS

There is good news and bad news regarding parental attitudes surrounding the potential indictment of PA Cyber Charter's former head administrator. After hearing a very brief statement of the looming legal situation, over three quarters of all Pennsylvania parents (77%) say they have doubts about enrolling their children in PA Cyber Charter school and these doubts are especially strong, including 47% with major doubts):

PA Cyber Charter School's former head administrator is under federal investigation and may be indicted for corruption surrounding the amount of money he paid himself and business associates using school funds, all of which come from Pennsylvania taxpayers.

Parents who expressed either major or minor doubts were then split into groups to each read a different message in response to the situation. Neither the response emphasizing how PA Cyber Charter School has completely severed its ties with the former administrator (8% eliminated the doubts) or the response that emphasized a total restructuring of the school's administration (4% eliminated the doubts) worked in erasing the doubts Pennsylvania parents have about PA Cyber Charter after learning of the potential indictments.

COMPLETELY SEVERED TIES

PA Cyber Charter School has completely severed its ties to its founder and former administrator now under federal investigation for corruption. The school itself and no one currently employed by the school is implicated and at no time did the alleged criminal activity affect the high-quality, day-to-day instruction PA Cyber students received then or are now provided.

RESTRUCTURING

PA Cyber Charter School has done an internal evaluation and restructuring of its senior administrators to assure the school is performing in a manner that maintains its strong academic reputation among state education officials and the public. Although the Department of Justice said PA Cyber itself is not a target of their investigation, the school has still ordered a top-down evaluation of its operations to ensure transparency and accountability.

EFFECTIVENESS OF INDICTMENT RESPONSES

	Total		Severed Ties		Restructuring	
	All Parents	PA Cyber Parents	All Parents	PA Cyber Parents	All Parents	PA Cyber Parents
Still have major doubts	36%	6%	39%	8%	33%	4%
Still have minor doubts	54	46	50	36	58	55
Eliminated the doubts	6	38	8	46	4	31

However, the good news is that current PA Cyber Charter parents are largely unfazed initially by the news of the indictments (65% no real doubts). And when those who have either major (6%) or minor (27%) doubts read the follow-up response messages, both work quite well in eliminating those doubts with the severed ties response (46% eliminated the doubts) working better than the restructuring response (31% eliminated the doubts.)

METHODOLOGY

This memorandum summarizes the results from an online poll of 501 randomly selected Pennsylvania parents with school age children that was conducted April 19-30, 2013 and a separate online poll of 317 randomly selected current PA Cyber Charter School parents that was conducted between April 30 – May 20, 2013.

- For the Pennsylvania parents survey, the estimation error associated with a sample of this size is 4.4% at the 95% confidence interval. This means that in 95 of 100 cases, the results of this poll are within plus or minus 4.4 points of the results that would have been obtained if all Pennsylvania parents with school age children were interviewed.
- For the current PA Cyber Charter School parents survey they estimation error of a sample of this isze is 5.5% at the 95% confidence level.

PA Cyber Community Events

Adams Twp Community Day

Saturday September 7, 2013

3:00pm-9:00pm

New Wilmington for their 150th anniversary celebration

Saturday September 7, 2013

PBS Family Fun Fair

Saturday September 7, 2013

PBS39 Public Media and Education Center

Farmers Market

Market Square Pittsburgh

Thursday September 12, 2013

Bridgewater Bookfest

Saturday September 14, 2013

10:00am-4:00pm

McCandless Days

Saturday September 14, 2013

Rain date Sept 21

12:00pm-9:00pm

Elephants Birthday

Pittsburgh Zoo

11:00am-3:00pm

Sunday September 15, 2013

Philadelphia Family Education Expo

Sunday September 15, 2013

The Nest Philly

1:00pm-4:00pm

Mother Earth News Fair

Seven Springs

Friday September 20, 21, and 22, 2013

Non Profit Awareness Expo

Lehigh Valley Mall

11am-4pm

Saturday Sept 21, 2013

JDRF Walk Pittsburgh Radio Disney

Schenley Park Pittsburgh

Saturday September 21, 2013

8:00am-12:00pm

Pineapple Classic 5K and Obstacle Course

Leukemia and Lymphoma Society

Hartwood Acres

Saturday September 21, 2013

8:00am-12:00pm

Mirror Moms Kids Fest

Peoples Natural Gas Field Altoona

Sunday Sept 22, 2013

11:00am-4:00pm

Main Line Parent Education Expo

Waynesborough Country Club

Sunday September 22, 2013

1:00pm-4:00pm

Farmers Market

Market Square Pittsburgh

Thursday September 26, 2013

BC Headstart Community**Resource Fair**

Saturday September 28, 2013

10:00am-2:00pm

JDRF Walk Greensburg Radio Disney

Univ of Pittsburgh Greensburg

Saturday September 28, 2013

8:00am-12:00pm

Mars Applefest

October 5, 2013 Saturday

Downtown Mars

10:00am-4:00pm

Carnegie Science Center**Crane Stringing Event**

October 5, 2013 Saturday

Northside, Pittsburgh

12:00pm-2:00pm

America's Day for Kids

October 5, 2013 Saturday

State College

10:00am-3:00pm

Be a Buddy Not a Bully Event and March

October 12, 2013 Saturday

Mill Creek Mall Erie

11:00am-1:00pm

22nd Annual East Allegheny Pumpkinfest

October 12, 2013 Saturday

East Commons Park along Cedar Ave

Northside, Pittsburgh

1:00pm-5:00pm

MakeShop at the Children's Museum

October 19, 2013 Saturday

Northside, Pittsburgh

10:00am-2:00pm

WLTJ Zoo Boo Pittsburgh Zoo

October 19, 2013 Saturday

Pittsburgh

11:00am-4:00pm

Moms Club of Media PA**Pre-School and Beyond Fair**

October 23, 2013, Wednesday

Granite Run Mall- Lower Level, Media

6:00pm-9:00pm

CHEMFEST**Wish FM at the Carnegie Science Center**

41572

Northside Pittsburgh

10:00am-3:00pm Friday

CHEMFEST**Wish FM at the Carnegie Science Center**

41573

Northside Pittsburgh

10:00am-3:00pm Saturday

Trec or Treat

October 26, 2013 Saturday
Presque Isle-Tom Ridge Environmental Center
10:00am-2:00pm

Zoo Boo Pittsburgh Zoo

October 26, 2013 Saturday
Pittsburgh
11:00am-4:00pm

Kidgets Trick or Treat with Radio Disney

October 29, 2013, Tuesday
Pittsburgh, PA Ross Park Mall
5:00pm-8:00pm

Redner's Markets Family and Kids Expo

Greater Reading Expo Center
November 2-3rd Saturday and Sunday
10:00am-5:00pm both days

54th Annual Rotary Pancake Festival

Tanglewood Center,
Homeacre-Lyndora, PA (Butler Area)
November 5th Tuesday 2013
9am – 4pm

Youth Maker Night at the Children's Museum

Northside Pittsburgh
November 15th Friday 2013

Polar Bears Birthday with Radio Disney

Pittsburgh Zoo
November 16th Saturday
11:00am-3:00pm

Candy Cane Carnival to welcome the arrival of Santa

Nittany Mall, State College
November 16th Saturday
10:00am-2:00pm

Pine Twp Holiday Dazzle

Pine Twp Community Center
November 17th Sunday
3:00pm-7:00pm

Chamber of Business and Industry of Centre County Expo

State College Penn State Conference Center

November 20th Wednesday

12pm-6pm

Winter Wonderland with WISH-FM

Freight Building Station Square Pittsburgh

November 22nd Friday

4:00pm-8:00pm

Girls World Expo

December 8, 2013 Sunday

Erie Bayfront Convention Center, Erie

11:00am- 4:00pm

Locomotion Weekend

December 14-15, 2013 Saturday and Sunday

Carnegie Science Center, Pittsburgh

Saturday 10:00am – 3:00pm

Sunday 10:00am – 3:00pm

Noon Year's Eve with Radio Disney

December 31, 2013 Tuesday

Pittsburgh Zoo and PPG Aquarium

11:00am- 3:00pm

Family Fun Fair

Saturday February 1, 2014

Harrisburg Mall

Childrens Museum Youth Maker Night

Pittsburgh's Northside

Friday February 7, 2014

Countdown to Kindergarten

Nittany Mall

Saturday February 8, 2014

Fire and Ice Festival

Youth Rally Day Sponsor

Sunday February 16, 2014

Litiz PA

Winter Picnic and Kids Expo

Galleria of Mt. Lebanon

Kidapalooza

David Lawrence Convention Center Pittsburgh
Saturday March 29, 2014

Erie Bayhawks

Erie
Saturday 2/22/14

Erie Bayhawks

Erie
Saturday March 1, 2014

Pawsabilities

Sat and Sun March 8 and 9, 2014
Farm Show Complex
Harrisburg
9:00am-4:00pm

Erie Bayhawks

Erie
Friday March 14, 2014

Make Shop

Childrens Museum Pittsburgh
Pittsburgh's Northside
Saturday March 15, 2014

Carnegie Museum

Pittsburgh Oakland
Saturday March 22, 2014

Lehigh Valley Science Festival

Allentown
Saturday March 22, 2014

Dauphin County Women's Expo

Saturday March 22, 2014
Hershey Lodge, Hershey

Easter Extravaganza

Friday March 28, 2013
Millcreek Mall Erie PA

Erie Bayhawks

Erie

Saturday March 29, 2014

Kids Day Logan Valley Mall

Saturday March 29, 2014

Altoona

Zoo Hop

Pittsburgh Zoo

Sunday March 30, 2014

2014 Walk for Autism and Autism Expo

April 5, 2014 10:00am-3:00pm

Central York High School

Childrens Museum Makeshop

Pittsburgh's Northside

April 5, 2014 Saturday

Month of the Military Child Family**Fun Fair**

April 6, 2014 Sunday

Penn State's Snider Agricultural

Arena, State College

Homeschool Workshop

Franklin Institute

Philadelphia

April 10, 2014 Thursday

Carnegie Museum Marketing Event

Pittsburgh, PA

4/16/2014 Wednesday

PAGE Conference

Millersville University

Ware Center in Lancaster

Thursday and Friday April 24-25, 2014

PPG Party for the Planet with**Radio Disney**

Pittsburgh Zoo

April 26, 2014 Saturday

Franklin Institute Science Carnival

Philadelphia

Saturday May 3, 2014

10:00am-4:00pm

State Rep Jim Marshall's Children's Expo

Community Life Center at Chippewa United Methodist Church in Beaver Falls

10:00am-1:00pm

Saturday May 3, 2014

An Enchanted Afternoon in Cranberry

Four Points by Sheraton Pittsburgh North

11:00am-3:00pm

May 3, 2014 Saturday

Franklin Institute Community Night

Philadelphia

5:00pm-8:00pm

May 7, 2014 Wednesday

Pittsburgh Children's Museum

Pittsburgh's Northside

10:00am-3:00pm

Friday May 9, 2014

More for Mom Expo

Center Court of the Millcreek Mall in Erie

11:00am -2:00pm

Saturday May 10, 2014

CBICC's 10th Annual MemberSPOTLIGHT

Tuesday, May 13

5 p.m. to 7:30 p.m.

Hoag's Celebration Hall

2280 Commercial Boulevard – State College, PA 16803

Pittsburgh Farmers Market

Market Square Downtown Pittsburgh

10:00am-3:00pm

Thursday May 15, 2014

Touch a Truck Event with the Junior League of Pittsburgh

Strip District at 15th & Smallman Streets Pittsburgh

10:00am-2:00pm

Saturday May 17, 2014

Sewickley Unleashed

Broad Street in Sewickley

8:00am-3:00pm

Lancaster County Women's Expo

Spooky Nook Sports Manheim

9:00am-3:00pm

International Children's Festival

Carnegie Library lawn in Oakland Pittsburgh

9:30am-6:00pm both dates

May 17 and 18, 2014 Saturday and Sunday

Kids Club Game and Fireworks at the Altoona Curve Baseball Game

Peoples Natural Gas Field Altoona

6:00pm

Sunday May 18, 2014

Baseball in Education Day at the Lancaster Barnstormers

Clipper Magazine Stadium Lancaster

11:00am

Wednesday May 21, 2014

Carnegie Museum of Natural History

Downtown Pittsburgh

10:30am- 2:30pm

Saturday May 31, 2014

Arthritis Walk Pittsburgh

South Side Works, 26th Street/ Pittsburgh

8:00am-12:00pm

Saturday May 31, 2014

Sports and Education Expo

1101 Arch St. -Pennsylvania Convention Center in Philadelphia

10:00am-5:00pm for both dates

May 31 and June 1, Saturday and Sunday

Harrisburg Senators

Tuesday June 3, 2014

Metro Bank Park in Harrisburg

7:00pm

Pittsburgh Children's Museum

I heart Summer event

Thursday June 5, 2014

Pittsburgh's Northside

10:00am-3:00pm

Central Penn Parent**Family Favorites Festival Harrisburg**

Saturday May 7, 2014

HACC, Harrisburg Campus

10 a.m. - 4 p.m.

Bellefonte Children's Fair

Saturday May 7, 2014

The corner of Armor and Curtin streets in Bellefonte

10:00am-3:00pm

14th Annual Summer Reading**Extravaganza at Carnegie Library with Radio Disney**

Sunday June 8, 2014

Carnegie Library Lawn, Oakland, Pittsburgh

11:00am-5:00pm

Carnegie Museum of Natural History Pittsburgh- – marketing event

Wednesday June 11, 2014

Oakland Pittsburgh

10:30am- 3:00pm

Children's Museum Table Event

Friday June 13, 2014

Pittsburgh's Northside

10:30am-2:30pm

Wexford Starlite Car Cruise

Friday June 13, 2014

North Way Christian Community Wexford

5pm-9pm (Rain Date June 20th)

East Liberty Street Festival

Saturday June 14, 2014

Baum Blvd between S. Highland and S. Whitfield in East Liberty, Pittsburgh

5:00pm-9:00pm

State College Spikes

Monday June 16, 2014

Medlar Field at Lubrano Park, University Park

7:00pm

Erie Seawolves

Monday June 16, 2014

Jerry Uht Park in Erie

7:00pm

Family Week at Pittsburgh Zoo with Radio Disney

Tuesday June 17, 2014

Pittsburgh Zoo and PPG Aquarium

11:00am-3:00pm

Jubilee Day Street Fair in Mechanicsburg

Thursday June 19, 2014

Main Street from York Street to Walnut Street and on

Market Street from Simpson Street to Strawberry Avenue.

10:00am-9:00pm

Central Penn Parent Family Favorites Festival Lancaster

Saturday June 21, 2014

Longs Park, Lancaster

10 a.m. - 4 p.m.

Community Free Day at the Children's Museum

Saturday June 21, 2014

Northside Pittsburgh

10:00am-2:00pm

Senator Vogel Kids Extravaganza at

CCBC Athletics and Events Center

Saturday June 28, 2014

Community College of Beaver County - Athletics & Events Center

11:00am-2:00pm

Clearfield Bloom and Berry Bash

Saturday June 28, 2014

Downtown Clearfield

10:00am-4:00pm

Carnegie Science Center –Review of Great White Shark

Saturday June 28, 2014

Northside Pittsburgh

10:00am-2:00pm

Altoona Curve

Tuesday 7/8/2014
Peoples Natural Gas Field Altoona
5:00pm

Pittsburgh Children's Museum I heart Summer event

Tuesday July 8, 2014
Pittsburgh's Northside
10:00am-3:00pm

Erie Seawolves Game

Friday July 11, 2014
Jerry Uht Park in Erie
7:00pm

Cranberry Township Community Chest Community Days

Saturday July 12, 2014
Cranberry Community Park
1:00pm – 10:00pm

East Liberty Street Festival

Saturday July 12, 2014
Baum Blvd between S. Highland and S. Whitfield in East Liberty, Pittsburgh
5:00pm-9:00pm

Lake Erie Speedway Kids Club Night

Saturday July 12, 2014
Lake Erie Speedway – Erie
4:30pm-8:30pm

State College Spikes

Sunday July 13, 2014
Medlar Field at Lubrano Park, University Park
6:00pm

Kidsplay with Radio Disney

Tuesday July 15, 2014
Market Square Downtown Pittsburgh
9:00am-1:00pm

Franklin Institute Community Night

Wednesday July 16, 2014
Franklin Institute - Philadelphia
4:00pm-8:00pm

Farmers Market at Market Square Pittsburgh

Thursday July 17, 2014
Market Square Downtown Pittsburgh
10:00am-3:00pm

Monroeville Mall Marketing Event

Saturday July 19, 2014
200 Mall Cir Dr, Monroeville, PA 15146
10:00am-2:00pm

Party on the Promenade

Friday July 25, 2014
Millcreek Mall Erie - Promenade Parking Lot between Firebirds Wood Fired Grill ar
5:00pm-9:00pm

Erie Seawolves

Friday July 25, 2014
Jerry Uht Park in Erie
7:00pm

Sandcastle with Radio Disney

Friday July 25, 2014
Sandcastle - Pittsburgh
11:00am-3:00pm

Kids Club Day, Washington Wild Things

Thursday July 31, 2014
Consul Energy Park - Washington Square Complex, Washington
3:30pm-7:30pm

Youth Maker Night

Children's Museum Pittsburgh
Friday August 1, 2014
Pittsburgh's Northside
11:00am-3:00pm

Back to School Carnival at the Millcreek Mall

Saturday August 2, 2014
Millcreek Mall Erie
10:00am-2:00pm

Jake Corman Day @ the Spikes

Saturday August 2, 2014
Medlar Field at Lubrano Park, University Park
7:05pm

State College Spikes

Sunday August 3, 2014

Medlar Field at Lubrano Park, University Park

6:05pm

Kindergarten Here I Come – Children's Museum

Saturday August 9, 2014

Pittsburgh's Northside

9:00am-1:00pm

Capital City Mall Back to School Bash

Saturday August 9, 2014

Capital City Mall Harrisburg

9:00am-4:00pm

East Liberty Street Festival

Saturday August 9, 2014

Baum Blvd between S. Highland and S. Whitfield in East Liberty, Pittsburgh

5:00pm-9:00pm

WQLN's Jump Back to School Expo

Sunday August 10, 2014

Bayfront Convention Center in Erie

11:00am-4:00pm

Wild Wednesdays at Zoo with Radio Disney

Wednesday August 13, 2014

Pittsburgh Zoo and PPG Aquarium

10:00am-2:00pm

Harrisburg Senators

Wednesday August 13, 2014

Metro Bank Park in Harrisburg

7:00pm

Summer Reading Night at the Lancaster Barnstormers

Friday August 15, 2014

Clipper Magazine Stadium Lancaster

7:00pm

Celebrate Erie and Chalk Walk

Friday August 15, 2014

Downtown Erie- KidsZone (on State Street between 8th & 10th)

12:00pm-8:00pm

Lake Erie Speedway Kids Club Night

Saturday August 16, 2014

Lake Erie Speedway – Erie

4:30pm-8:30pm

Zoofari with WISH FM

Sunday August 17, 2014

Pittsburgh Zoo and PPG Aquarium

11:00am-3:00pm

State College Spikes

Wednesday August 20, 2014

Medlar Field at Lubrano Park, University Park

7:05pm

Farmers Market at Market Square Pittsburgh

Thursday August 21, 2014

Market Square Downtown Pittsburgh

10:00am-3:00pm

Back to School Kid's Fest at Springfield Mall

Saturday August 23, 2014

Springfield Mall Springfield PA

11:00am-4:00pm

Run Around the Square

Saturday August 23, 2014

Regent Square Pittsburgh

8:00am-12:00pm

State Rep Jim Christiana's 6th Annual Kidz Day

Saturday August 23, 2014

Beaver Valley Mall

10:00am-2:00pm

Washington Wildthings

Saturday August 23, 2014

Consul Energy Park - Washington Square Complex, Washington

3:30pm-7:30pm

Erie Seawolves

Monday August 25, 2014

Jerry Uht Park in Erie

7:00pm

Pittsburgh Children's Museum I heart Summer event

Saturday September 6, 2014

Pittsburgh's Northside

11:00am-3:00pm

Town of McCandless Community Day

Saturday September 13, 2014

McCandless Town Hall on Grubbs Road in McCandless, PA

12:00pm- 9:00pm

Mother Earth News Fair

September 12, 13, 14th (Friday, Saturday, Sunday)

Seven Springs Mountain Resort

Friday Fair hours: 12:00 PM-7:00 PM

Saturday Fair hours: 9:00 AM-7:00 PM

Sunday Fair hours: 9:00 AM-5:00 PM

Macy's Elephant Day at Pittsburgh Zoo with Radio Disney

Sunday September 14, 2014

Pittsburgh Zoo and PPG Aquarium

11:00am-3:00pm

4th Annual Pineapple Classic 5k Obstacle Race and Children's Obstacle Cou

Saturday September 20, 2014

Hartwood Acres, Pittsburgh PA

8:30am-1:00pm

Day of Hope for Beaver County

Saturday September 20, 2014

Beaver County YMCA, New Brighton PA

10:00am-2:00pm

JDRF (Juvenile Diabetes) Pittsburgh Walk with Radio Disney

Saturday September 20, 2014

Schenley Park - Corner of Schenley Drive and Frew Street, Pittsburgh PA

8:00am-12:00pm

Main Line Parent's Education Expo

Saturday September 27, 2014

Radnor Hotel, Wayne PA

10:00am-1:00pm

Family Fun Festival Day with Steel City Media (WLTJ/WRRK)

Saturday Septemeber 27, 2014

Trax Farms, Finleyville, PA

12:00pm-4:00pm

TOWNSHIP OF HANOVER, LEHIGH COUNTY

Certificate of Occupancy

Date October 1, 2012

Building Permit No. N/A Zoning Permit No. Z16-87 Tracking #: H-1741

Property Location 974 Marcon Blvd., Ste. 200
Allentown, PA 18109 Tax Map 640894591532 1 Zoning District PIO

Description/Occupant One Story Commercial Building
Ordinance 450 New Tenant Inspection - 'PA Cyber Charter School'

Owner 974 Marcon Blvd., LP Address 559 Main St., Ste. 300, Bethlehem, PA
18018

This is to Certify that the building or structure and use has been inspected and found to be in conformance with the requirements of Hanover Township, Lehigh County Building Code and Zoning Ordinance, and may be used and or occupied as described.


Any changes in the use and occupancy as designated above without approval of the Zoning Officer, will automatically render this certificate null and void.

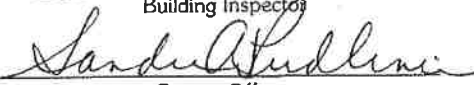
Code: 2003 IPMC

Use Group B

Type of Construction IIB

Sprinkler System Type NEPA 13 WET

Approved: 
Building Inspector

Approved: 
Zoning Officer

SWATARA TOWNSHIP

Certificate of Use & Occupancy

CERTIFICATE NUMBER 2009-0137-BP

BUILDING PERMIT NUMBER 2009-0137-BP

PROPERTY LOCATION 479 Portview Dr.

PARCEL ID63/027/312

OWNER'S NAME Tec Port Buisness Campus

ADDRESS 479 Portview Dr.

BUILDING CODE	USE & Occupancy PER BUILDING CODE B	CONSTRUCTION TYPE TYPE V-B (602.5)
DESIGN	FINAL	THIS IS A:
OCCUPANCY LOAD	INSPECTION 10/26/2009	(<input type="checkbox"/> Sprinklered, <input checked="" type="checkbox"/> Non-Sprinklered) Building
USE PER ZONING ORD. COMMERCIAL		(<input checked="" type="checkbox"/> Conforming, <input type="checkbox"/> Non-Conforming) Use
ZONING DISTRICT M-L	UNLIMITED AREA BUILDING - (NO)	

Portion Inspected _____

SPECIAL CONDITIONS:

This is to certify that the Building or Structure has been inspected and is in compliance with the ☒ Zoning, ☒ Building Codes of Swatara Township and the above stated occupancy and use thereof is hereby authorized

BUILDING CODE OFFICIAL (RICHARD E. BAZDAR)

Richard E Bazard

Date: 10/26/2009

ZONING OFFICER (RICHARD E. BAZDAR)

Richard E Bazard

Date: 10/26/2009



Letter of Completion

CERTIFICATE NUMBER 2011-0053-BP

BUILDING PERMIT NUMBER 2011-0053-BP

PROPERTY LOCATION 479 PORT VIEW DR

PARCEL ID 63/027/312

OWNER'S NAME TECPORT BUSINESS CAMPUS ADDRESS 479 PORT VIEW DR

LLC	USE & Occupancy PER	CONSTRUCTION
BUILDING CODE 2009 IBC	BUILDING CODE B	TYPE EXISTING
DESIGN	FINAL	THIS IS A:
OCCUPANCY LOAD	INSPECTION 8/18/2011	(<input type="checkbox"/> Sprinklered, <input checked="" type="checkbox"/> Non-Sprinklered) Building
USE PER ZONING ORD. COMMERCIAL		(<input checked="" type="checkbox"/> Conforming, <input type="checkbox"/> Non-Conforming) Use
ZONING DISTRICT C - L	UNLIMITED AREA BUILDING - (NO)	

Portion Inspected _____

SPECIAL CONDITIONS:

DESCRIPTION:

TENANT FIT OUT OF 4368 SQ FT IN EXISTING COMMERCIAL BUILDING AS PER ATTACHED PLANS AND SPECS

This is to certify that the Building or Structure has been inspected and is in compliance with the ☒ Zoning, ☒ Building Codes of Swatara Township and the above stated occupancy and use thereof is hereby authorized

BUILDING CODE OFFICIAL (SAMANTHA A. EVANS)

Samantha Evans

Date: 8/29/2011

ZONING OFFICER (JACQUELINE M. BERTOLETTE)

Jacqueline M. Bertollette

Date: 8/29/2011

UNIFORM CONSTRUCTION CODE
CERTIFICATE OF OCCUPANCY & USE

The following building or structure has been inspected and found to be in compliance with the Pennsylvania Construction Code Law (1999, November 10, P.L. 491, No. 45).

Municipality MIDLAND BORO County BEAVER
Permit Number #2007-5
Permit Holder NNDS
Address N/A
Building/Structure Name (or portion) OFFICE Bldg - 3 STORY
Building/Structure Address 735 MIDLAND AVE.
Approved use and occupancy classification(s) A-3 / B
Approved construction type(s) II B
Applicable construction code edition 2006 ICC
(Residential only) Automatic sprinkler system installed Yes ☐ No ☐
Special stipulations and conditions:
Board of Appeals decisions _____
Accessibility variance granted by L&I _____

This certificate of occupancy authorizes occupancy and use of the above named building or structure as long as it is maintained in accordance with the Pennsylvania Construction Code Act.

Date of final inspection 10-24-08
Building Code Official [Signature] L & I Cert.# #000430

UNIFORM CONSTRUCTION CODE
CERTIFICATE OF OCCUPANCY & USE

The following building or structure has been inspected and found to be in compliance with the Pennsylvania Construction Code Law (1999, November 10, P.L. 491, No. 45).

Municipality Midland Boro County BEAVER
Permit Number # 1214-18
Permit Holder PA CYBER
Address N/A
Building/Structure Name (or portion) INTERIOR RENOVATION
Building/Structure Address 735 MIDLAND AVE.
Approved use and occupancy classification(s) B
Approved construction type(s) II B
Applicable construction code edition 2009 IBC
(Residential only) Automatic sprinkler system installed Yes ☐ No ☐
Special stipulations and conditions:
Board of Appeals decisions _____
Accessibility variance granted by L&I _____

This certificate of occupancy authorizes occupancy and use of the above named building or structure as long as it is maintained in accordance with the Pennsylvania Construction Code Act.

Date of final inspection 9-8-14
Building Code Official [Signature] L & I Cert.# 000430

White - Applicant's Copy

Pink - Office Copy

Yellow - Municipal Copy

UNIFORM CONSTRUCTION CODE
CERTIFICATE OF OCCUPANCY & USE

The following building or structure has been inspected and found to be in compliance with the Pennsylvania Construction Code Law (1999, November 10, P.L. 491, No. 45).

Municipality MIDLAND BORO County BEAVER
Permit Number # 2009-68
Permit Holder BEAVER COUNTY HOMES
Address N/A
Building/Structure Name (or portion) TENANT FIT OUT / P.A. CYBER CENTER
Building/Structure Address 722 MIDLAND AVE.
Approved use and occupancy classification(s) E / S-2
Approved construction type(s) III B
Applicable construction code edition 2006 IBC
(Residential only) Automatic sprinkler system installed Yes ☐ No ☐
Special stipulations and conditions:
Board of Appeals decisions _____
Accessibility variance granted by L&I _____

This certificate of occupancy authorizes occupancy and use of the above named building or structure as long as it is maintained in accordance with the Pennsylvania Construction Code Act.

Date of final inspection 6-18-10
Building Code Official [Signature] L & I Cert.# # 000430

TOWNSHIP OF PINE CERTIFICATE OF REGISTRATION

Under the provisions of Article IV of the Code of the Township of Pine Business Privilege Tax

This is to certify that the Registration Fee imposed by the Township of Pine, Allegheny County, Pennsylvania, pursuant to Article IV of the Code of the Township of Pine, approved pursuant to Act of Assembly No. 511, effective the 1st day of January 1966, as amended, has been paid. This certificate is issued to the person or persons named hereon for the business and location specified.

Name **ROBERT BABISH**

Certificate No. **B-1489**

Business Name **PA CYBER CHARTER SCHOOL**

Address **155 LAKE DRIVE**

WEXFORD, PA 15090

[Signature]
Business Tax Administrator

This certificate is not transferable and must be displayed in a conspicuous place at the certified premises

CERTIFICATE OF OCCUPANCY

Under the provisions of Article V of the Code of the Township of Pine, Section §84-34, Occupancy Permit.

Pursuant to Article V, Section §84-34, a Permit to occupy the premises has been issued for the above listed business. The original occupancy permit is on file in the Township of Pine Code Enforcement Office.

Occupancy Permit Number **08-119**

Issue Date **7/17/2008**

By: *[Signature]*

Code Enforcement Officer

TOWNSHIP OF RIDLEY

CODE ENFORCEMENT DEPARTMENT



OCCUPANCY PERMIT

THE FOLLOWING BUILDING HAS BEEN INSPECTED BY THE TOWNSHIP OF RIDLEY AND HAS BEEN FOUND TO BE IN COMPLIANCE WITH THE RIDLEY TOWNSHIP BUILDING CODE, 2006 ICC CONSTRUCTION CODE SET, AND THE PENNSYLVANIA UNIFORM CONSTRUCTION CODE (Act 45 OF 1999, AS AMENDED) WITH PLANS APPROVED BY THE RIDLEY TOWNSHIP CITIZENS BUILDING COMMITTEE UNDER FILE NUMBER AND DATE LISTED BELOW.

Pennsylvania Cyber School
1553 Chester Pike, 2nd Floor
Crum Lynne, PA. 19022

THE FOLLOWING WORK HAS BEEN COMPLETED

Interior Renovation

APPROVAL IS FOR THE FOLLOWING OCCUPANCY CLASSIFICATION (S):

B and E

CONSTRUCTION CLASS:

IIB

THIS OCCUPANCY PERMIT AUTHORIZES OCCUPANCY OF THIS BUILDING AS LONG AS THE BUILDING IS MAINTAINED IN ACCORDANCE WITH THE ABOVE REGULATIONS AND PLAN APPROVALS.

FILE NUMBER	PLAN APPROVAL DATE	FINAL INSPECTION DATE	CERTIFICATE OF OCCUPANCY ISSUE DATE	CONSTRUCTION APPEAL VARIANCE	ACCESSIBILITY BOARD VARIANCE
09- 11100107	4/21/09	5/29/09	5/29/09		

The issuance of this Certificate of Use & Occupancy shall not prevent the Township of Ridley or any authorized representative from requiring the correction of any non-conforming or dangerous or other unsafe condition that is discovered after the issuance of a Certificate of Use and Occupancy


RIDLEY TOWNSHIP BUILDING OFFICIAL

TOWNSHIP OF RIDLEY, PA
100 EAST MACDADE BOULEVARD
FOLSOM, PA 19033
(610) 534-4803

Application Number 09-10600143 Date 6/25/09
Property Address 1553 CHESTER PK STE 103
Parcel Number 38-28 -020:000
TAX FOLIO #
Application description . . . ZONING USE CERT OF OCCUPANCY
Subdivision Name
Property Use COMMERCIAL
Property Zoning C-1 COMMERCIAL
Property owner MLB REALTY LLC
Owner address 1553 CHESTER PK STE 101
CRUM LYNNE PA 190221005
()

----- Structure Information "PA CYBER CHARTER SCHOOL"
Construction Type NOT APPLICABLE
Occupancy Type COMMERCIAL USE

Permit USE CERTIFICATE OF OCCUPANCY
Additional desc . . .
Permit Fee 100.00
Issue Date 6/25/09 Valuation 0

Special Notes and Comments
Adminstrative office & educational
THIS CERTIFIES THAT THE USE AT THE ADDRESS LISTED ABOVE
COMPLIES WITH THE ZONING ORDINANCE, SUBJECT TO ALL
PRIVILEGES, REQUIREMENTS, LIMITATIONS AND CONDITIONS,
PRESCRIBED BY LAW. THERE IS NO RECORD OF ANY OUTSTANDING
VIOLATIONS OF ANY APPLICABLE CODES AND ORDINANCES OF THE
TOWNSHIP OF RIDLEY.

Fee summary	Charged	Paid	Credited	Due
Permit Fee Total	100.00	100.00	.00	.00
Grand Total	100.00	100.00	.00	.00

[Signature]

Issued by: Zoning Officer, Township of Ridley

APP 1994
Use group B

CERTIFICATE OF OCCUPANCY

CITY OF PITTSBURGH
No. 67955 '94 SEP 26

Location 216 North Highland Avenue Ward 11 - 05

Permitted Occupancy _____

Portion of first floor for business offices.

Owner Edward J. Lesoon Lessee _____

Address 4749 Baum Boulevard Address _____
Pittsburgh, PA 15213



Permission is hereby granted for the occupancy above described.

Dominick J. Curran
Chief, Bureau of Building Inspection



Benner Township
1224 Buffalo Run Road, Bellefonte PA 16823
814-355-1419

CERTIFICATE OF USE AND OCCUPANCY
2009 International Building & Fire Code

Building Permit #: **B-0609**

Date: **June 2, 2011**

Zoning Permit #: **4461**

Date: **June 1, 2011**

Owner: **S&A Homes**

Tax Parcel #:

Address: **800 Science Park Road, State College, PA**

This is to certify: **Internal Renovation**

Address: **2903 Benner Pike, Bellefonte, PA**

Type of Construction: **5B**

Use Group: **B**

Contractor: **S&A Homes**

Architect: **Brennan L. Glantz**

Sprinklers: **No**

Accessibility: **Harry J. Burd**

Special Stipulations: **None**

Final Date: **7/25/11**

The issuance of this Certificate of Use and Occupancy shall not prevent the municipality or any authorized person from requiring the correction of any non-conforming or dangerous or other unsafe condition that is discovered after the issuance of a Certificate of Use and Occupancy. Accessibility approval may not be modified without building official notification.



July 25, 2011

Date

Harry J. Burd
Building Code Official



MIDLAND BOROUGH PENNSYLVANIA

OCCUPANCY PERMIT ISSUED

FOR THIS WORK

DATE 9/5/08 TYPE Occupancy

DATE _____ TYPE _____

DATE _____ TYPE _____

INSPECTOR S. J. A.

INSPECTOR _____

INSPECTOR _____

Original APPLICATION (and certified copies of Plans and Specifications upon strict compliance with the execution of the said work is authorized) will be found duly filed in the Office of the Code Official Midland Borough.

NAME

LOCATION

PERMIT NUMBER

DATE

S. J. A.
Code Official

PA. Cyber Charter School 900 Midland Ave 2008-121

9-9-08

TYPE

This Placard (which is Not a Permit – but merely issued with permit for convenience, as evidence of such issuance) MUST BE POSTED IN A CONSPICUOUS PLACE on the work, plainly visible from the principal street, AND WELL SECURED IF EXPOSED TO THE WEATHER – DURING THE ENTIRE OPERATION AUTHORIZED. 48 HR. NOTICE REQUIRED FOR ALL INSPECTIONS 724-643-4170.

NOTICE

Prior to issuance of this building permit, you must obtain a highway occupancy permit, pursuant to the Act of June 1, 1945 (P.L. 1242 No. 428), Section 420 known as the "State Highway Law", for any property which will require access to a State highway. Such access shall only be as authorized by the highway occupancy permit. Application for a highway occupancy permit must be made to the Pennsylvania Department of Transportation.

UNIFORM CONSTRUCTION CODE
CERTIFICATE OF OCCUPANCY & USE

The following building or structure has been inspected and found to be in compliance with the Pennsylvania Construction Code Law (1999, November 10, P.L. 491, No. 45).

Municipality MIDLAND BORO County BEAVER

Permit Number # 2009-66

Permit Holder PA CYBER CHARTER

Address N/A

Building/Structure Name (or portion) Fit out / OFFICE SPACE

Building/Structure Address 617 Midland Ave

Approved use and occupancy classification(s) B

Approved construction type(s) III B

Applicable construction code edition 2006 IBC

(Residential only) Automatic sprinkler system installed Yes ☐ No ☐

Special stipulations and conditions:

Board of Appeals decisions _____

Accessibility variance granted by L&I _____

This certificate of occupancy authorizes occupancy and use of the above named building or structure as long as it is maintained in accordance with the Pennsylvania Construction Code Act.

Date of final inspection 4-6-11

Building Code Official [Signature] L & I Cert.# # 000430

UNIFORM CONSTRUCTION CODE
CERTIFICATE OF OCCUPANCY & USE

The following building or structure has been inspected and found to be in compliance with the Pennsylvania Construction Code Law (1999, November 10, P.L. 491, No. 45).

Municipality MIDLAND BORO County BEAVER

Permit Number 2007-12

Permit Holder 1200 MIDLAND AVE. ASSOC. LLC

Address N/A

Building/Structure Name (or portion) REMODEL (EXISTING Bldg.)

Building/Structure Address 1200 MIDLAND AVE.

Approved use and occupancy classification(s) B, S

Approved construction type(s) II B

Applicable construction code edition 2006 ICC CODES

(Residential only) Automatic sprinkler system installed Yes ☐ No ☐

Special stipulations and conditions:

Board of Appeals decisions _____

Accessibility variance granted by L&I _____

This certificate of occupancy authorizes occupancy and use of the above named building or structure as long as it is maintained in accordance with the Pennsylvania Construction Code Act.

Date of final inspection 9-4-07

Building Code Official John F. Balala L & I Cert.# 000430

UNIFORM CONSTRUCTION CODE
CERTIFICATE OF OCCUPANCY & USE

The following building or structure has been inspected and found to be in compliance with the Pennsylvania Construction Code Law (1999, November 10, P.L. 491, No. 45).

Municipality MIDLAND County BEAVER
Permit Number # 2007-61
Permit Holder NNDS
Address N/A
Building/Structure Name (or portion) MINOR REMODEL
Building/Structure Address 520 RAILROAD ST.
Approved use and occupancy classification(s) B
Approved construction type(s) N/A
Applicable construction code edition 2006 ICC CODES
(Residential only) Automatic sprinkler system installed Yes ☐ No ☐
Special stipulations and conditions:
Board of Appeals decisions _____
Accessibility variance granted by L&I _____

This certificate of occupancy authorizes occupancy and use of the above named building or structure as long as it is maintained in accordance with the Pennsylvania Construction Code Act.

Date of final inspection 3-7-08
Building Code Official [Signature] L & I Cert.# 000430

CITY OF GREENSBURG



OCCUPANCY PERMIT

Permit # **28-11**

This Occupancy Permit issued this **21ST** day of **October**

20 **11**

for **The Pennsylvania Cyber Charter School** located at **351 Harvey Ave**

is to certify that the premises herein complies with all code requirements of the City of Greensburg.

Leslie E. Harvey
Director of Building & Fire

This Occupancy Permit also certifies that the subject premises conforms to the City of Greensburg zoning ordinance #908 and amendments hereto. The premises may be used as a **School of Education** in a **C-2 Business** district under the zoning ordinance, subject to all privileges, requirements, limitations, and conditions of the law.

Barbara Ciampini
Planning Director

This Occupancy Permit must be posted in the lobby or public area of subject premises visible to all who enter.

***NOTE: Change of tenant will require a new Occupancy Permit. This Occupancy Permit is not transferable!!!**

CONDITIONAL
**UNIFORM CONSTRUCTION CODE
CERTIFICATE OF OCCUPANCY & USE**

The following building or structure has been inspected and found to be in compliance with the Pennsylvania Construction Code Law (1999, November 10, P.L. 491, No. 45).

Municipality MIDLAND TOWNSHIP County BEAVER

Permit Number # 2010-60

Permit Holder PA CYBER CHARTER

Address N/A

Building/Structure Name (or portion) NEW OFFICE BUILDING

Building/Structure Address 652 MIDLAND AVE.

Approved use and occupancy classification(s) B

Approved construction type(s) IIb

Applicable construction code edition 2006 IBC

(Residential only) Automatic sprinkler system installed Yes ☐ No ☒ EXPIRES 4-13-12

Special stipulations and conditions: CONDITIONAL CERTIFICATE OF OCCUPANCY
Board of Appeals decisions 2 SINKS TO HIGH / BATHROOM ISSUES

Accessibility variance granted by L&I

This certificate of occupancy authorizes occupancy and use of the above named building or structure as long as it is maintained in accordance with the Pennsylvania Construction Code Act.

Date of final inspection 3-6-12

Building Code Official [Signature] L & I Cert.# # 000430

White - Applicant's Copy

Pink - Office Copy

Yellow - Municipal Copy

Millcreek Township

Attn: Charles Pierce,
3608 West 26th Street
Erie, PA 16506
(814) 833-2935 Fax: (814) 835-4919

Permit No: 01-472-13

Block/Lot: 258-041
Date: 01/10/14

Certificate of Occupancy**Identification:****Tenant Space Alteration/Change of Occupancy**

Property ID: 13-0188

Owner: PA Cyber Charter School/Baldwin Bro

Occupant: The PA Cyber Charter School

Work Site Location: 2215 W. 15th Street
Erie, PA 16505

Use Group: E - Educational
Construction Class: 2B

Permit Holder Name and Address: The PA Cyber Charter School
652 Midland Avenue
Midland, PA 15059

Conditions of Approval

	Date of Final Inspection	Model Code / Comments
Building:	01/10/2014	2009 ICC Codes
Energy:	Not Applicable	
Electric:	09/19/2013	NEC 2008
Mechanical:	Not Applicable	
Fire:	Not Applicable	
Plumbing:	Not Applicable	
Pools:	Not Applicable	
Other:	Not Applicable	
Occupancy:	Not Applicable	
Rent:	Not Applicable	
Dye Test:	Not Applicable	
Accessibility:	09/19/2013	NOTICE: You May Not Add, Remove Or Alter Any Feature Or Element Within Or On The Exterior Of The Building That Has The Potential To Adversely Affect The Accessibility To And Usability Of The Elements And Features Of The Building Without First Consulting With The Building Code Official

X CERTIFICATE OF OCCUPANCY

The above listed structure is approved for occupancy provided that the applicant has complied with all federal laws, state laws and municipal ordinances and approvals.

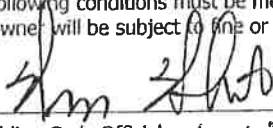
CERTIFICATE OF APPROVAL

This serves notice that the work completed has been constructed or installed in accordance with the Uniform Construction Code and is approved. If the permit was issued for minor work, this certificate was based upon what was visible at the time of inspection

TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a Temporary Certificate of Occupancy or Compliance, the following conditions must be met no later than 1/1 or the owner will be subject to fine or order to vacate

Building Code Official


1-14-14**CERTIFICATE OF CONTINUED OCCUPANCY**

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy

CERTIFICATE OF COMPLIANCE

This serves notice that said potentially hazardous equipment has been installed and/or maintained in accordance with the Uniform Construction Code and is approved for use until 1/1

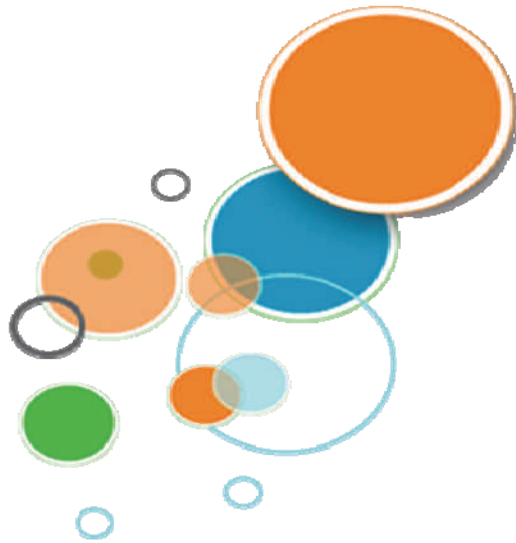
Permit Holder Name and Address:

Bldg_Model_Code_v2009 ICC Codes

Fee: _____

Check No.: _____

Check Date: _____



PACYBER

The Pennsylvania Cyber Charter School

652 Building

652 Midland Ave, Midland PA 15059

724-643-1180

**TRAUMATIC EVENTS
EMERGENCY SITUATIONS
GENERAL GUIDELINES**

2013-2014 School Year

GENERAL GUIDELINES

NOTES

School Policies and Procedures

School policies and procedures are established to protect both employees and students. Employees are responsible to be aware of these policies and to apply them consistently. This booklet describes some of the most critical emergencies you may face as a teacher and the specific action to take whenever possible. The goal is to obtain immediate help for the student.

Please review student-related policies at least once a year. Relevant policies and procedures include those on suicide, custody issues, drugs and alcohol, student release procedure, student rights/responsibilities, and discipline. These policies and procedures are on Sharepoint and on file at 652 Midland Avenue, Midland, PA 15059.

Some terminology in this chart is NIMS (National Incident Management System) compliant such as INCIDENT COMMANDER (IC) or INCIDENT COMMAND SYSTEM (ICS). What is important to remember about NIMS during moments of crisis is that it is designed to be so flexible that an IC can be the first person that deals with a crisis. That authority may be relinquished upon the notification of an administrator or when a crisis has ended. An IC's status in progression may start with you, the Principal, the Board of Trustees, Police/Fire, local Emergency Management, Beaver County EMA, PEMA and then FEMA, depending how large or small the crisis is. NIMS is designed to be all inclusive.

IMPORTANT NUMBERS

Police.....	911
Fire and Medic Rescue.....	911
Children & Youth Services Beaver County.....	724-891-5800
Midland Borough Police Department.....	911
Ambulance.....	911
Heritage Valley Hospital.....	724-728-7000
PA Cyber Main Office.....	724-643-1180

652 BUILDING ICS TEAM MEMBERS

Eric Woelfel
Nicole Granito
Dr. Ken Powell
Aaron Bovalino

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MEDICAL EMERGENCY

Immediate Action to be taken:

1. Stay with injured person. **DO NOT MOVE PERSON.**
2. Send a staff member to notify the coordinator/director of crisis.
3. Send another staff member to help with crowd control.
4. Trained staff will administer first aid.
5. If an ambulance is needed, request from 911.

Follow-up:

1. Keep an accurate record of circumstances and actions taken. Nurse or IC may need it for further investigation.
2. Coordinator/director shall file a written report.

NUCLEAR EMERGENCY EVENT

How will you learn of a serious nuclear incident

1. The signal is a steady three-minute signal– not a wailing or warbling signal
2. When the alert signal is sounded tune your radio or TV to receive the alert message.
Radio: WBVP 1230 AM, KDKA 1020AM, WMBA 460AM
TV: WPXI channel 11, WTAE Channel 4, KDKA channel 2

IF YOU ARE TOLD TO TAKE SHELTER

1. Close all windows and outside doors
2. Shut all vents; turn off air conditioning units or turn down heaters
3. Continue to listen to the EAS radio/TV stations
4. Remain inside until you are told it's safe to go out.
5. Don't use telephone, leave lines open for emergencies.

IF YOU ARE TOLD TO EVACUATE

1. Follow instruction promptly and carefully. The main evacuation routes are listed below. This is where you should go for temporary accommodations.

Recommended Routes

North on Rte. 168 to Rt. 60 North Exit Rt.108, Rt. 108 West to Rts. 317W/551N, Rt. 317 West to Mohawk High School.

Reception Center: Mohawk High School, Lawrence County

An EMERGENCY is a situation that must be handled immediately to avoid danger or to avoid a serious problem. Identify by: observable behavior, reports by a credible witness, or clues by the person.

GENERAL GUIDELINES

1. Keep calm. Do not panic.
2. Those not directly involved should continue usual activities. Avoid crowds and excitement.
3. Evaluate the situation in terms of
 - a. Immediate risks or danger.
 - b. Who is best to handle this situation? Send for them immediately.
 - c. What is the most appropriate immediate action to take? Comfort? First Aid?
4. Inform building administration to notify IC as soon as possible.
5. Remain at the scene until relieved.
 - a. Enter the time, duration and date.
 - b. List the names of witnesses.
 - c. Describe the condition of the physical location; oily, wet, etc.
 - d. Describe the emergency situation and condition of persons involved.
 - e. Include relevant comments verbatim, if possible.
7. Direct outside inquiries to the coordinator/director and refer all media inquiries to PA Cyber Public Relations.

FEAR MANAGEMENT

In this guide there are many things our staff can do when confronted by school crisis. The most crucial thing you can remember about this guide is to “STAY CALM - your attitude/actions will be mirrored by staff.” This is referred to as *Fear Management* or remaining calm in the middle of class. *Fear Management* can minimize harm and even save lives in such an instance.

ICS TEAM

In case of a major traumatic event such as an accident, serious injury or death, which affects a number of students or staff, the 652 Building ICS Team will be activated. If a staff member becomes aware of such an event, he/she should contact coordinator/director who will notify the IC and activate the ICS Team.

WINTER SAFETY TIPS

FOOTWEAR IS IMPORTANT

1. Rubber soled shoes or boots are less likely to slip on icy surfaces than leather soled shoes or high heels.
2. Worn out soles increase the hazard of slips. Wear footwear with maximum traction.
3. Carry your dress shoes; wear your boots!! Think safety before fashion.
4. Watch your footing when getting out of your vehicle. Walk slowly and defensively.

Prevention of winter related slips, trips and falls

1. Put safety before fashion by wearing shoes or boots with slip resistant soles and carry your work shoes with you.
2. Remove as much snow as possible off your shoes before entering the buildings.
3. Watch for wet floors. If you encounter a wet surface, shorten your stride, point your feet out, and don't cut corners, so you can make wider turns.
4. Walk! Don't run
5. Bending your knees a little and taking slower steps can greatly reduce your chances of falling.
6. Watch where you are walking.
7. Use handrails on stairs.
8. Long, loose pant cuffs present a tripping hazard.
9. Use designated sidewalks and walkways.

SUICIDAL IDEATION

(Hopeless, despairing, helpless, despondent ideas and feelings gesture, note, self-mutilation)

Action to be taken:

1. If gesture is of physical nature, take to (or summon) coordinator/director immediately.
2. Inform the IC or designee who will contact critical ICS team members & the student's parents. Any decisions to refer student to the appropriate agency and Student Assistance Prevention (SAP) team will be made by the IC.
3. Keep an accurate record of the circumstance and the action that was taken.
4. Coordinator/director shall file a written report.

DEATH/SUICIDE

Outside of School Hours

Action to be taken:

1. The IC will notify the appropriate staff members.

During School Hours

Action to be taken:

1. Stay with person.
2. Send someone to notify coordinator/director.
3. IC or designee to call 911 immediately and ask for ambulance and police.
4. Notify 652 Buildings ICS Team for assistance.
5. Have nearest staff member help with crowd control.
6. The IC or designee or coordinator/director will notify family.
7. Keep an accurate record of circumstance and actions taken

FIRE

Action to be taken:

1. If fire is minor (i.e. trash can) - extinguish, evacuate area **if necessary**, and notify coordinator/director immediately.
2. Pull fire alarm, **when** the health and safety of staff in the building is jeopardized.
3. Coordinator/director to call police and fire departments.
4. **Lights off and doors shut.** Follow the designated evacuation routes.
5. Account for 100% of staff. Bring the sign in sheet for your building/department to the meeting point. Report any missing staff to coordinator/director immediately.
6. Do not re-enter until the IC or fire department says it is safe.
7. If inclement weather, **do not take coats.** Staff will be taken to pre-determined safe location/building.
8. **Meeting Point: Far End of Parking Lot, near the railroad tracks.**

Follow-up:

1. Keep an accurate record of circumstances, actions taken, and people involved.
2. Coordinator/director shall file a report.

BOMB SCARE (Call comes to building/office)

Action to be taken:

1. Whoever receives the call is to trace it if possible. Start the bomb scare checklist.
2. Notify director.
3. IC will notify police, fire and school officials.
4. IC will call for evacuation of the building by announcing, via email/word of mouth. "Directors please organize your staff for a special assembly in the lobby"
5. Follow the designated evacuation routes, unless you are notified otherwise.
Stay Calm!
6. Take your sign in sheets to account for 100% of the staff outside of the building.
7. If staff are missing, report their names to IC.
8. If inclement weather, **do not take coats.** Staff will be taken to a pre-determined safe location/building.
9. Notify IC of any staff who are extremely upset.

**IF ANY STAFF MEMBER IS INFORMED OF A BOMB OR THREAT:
NOTIFY THE IC AND FOLLOW #2 THROUGH #9 LISTED ABOVE.**

Follow-up:

1. Keep an accurate record of the circumstances and actions taken. Send copy to the IC.
2. Coordinator/director shall file a written report.

"HIT THE DECK" (Explosion, gunfire is heard)

1. If you recognize immediate danger or hear what sounds like gunshots.....shout "**Get on the floor**" to your surrounding staff members.
2. Ensure everyone immediately drops to the ground and lies flat.
3. Tell staff to cover their heads with their arms and hands, and don't move or get up.
4. Remain on the floor until it is safe to move.

WEAPONS

Action to be taken:

1. Stay calm. **DO NOT** try to be heroic!
2. Position self at a 90 degree angle to person.
3. Don't physically attempt to take the weapon.
4. Contact coordinator/director immediately if possible.
5. Separate the individual from the group, if possible
6. Keep yourself and others away from the weapon.
7. **DO NOT TRY TO CONFISCATE THE WEAPON.**
8. Attempt to reason with the individual but do not threaten or blame.
9. Ask the person to put the weapon down, out of everyone's reach.
10. If the individual flees, don't chase him or her. Observe the direction of the suspect's flight to provide police with name, description and if applicable, license plate.

Follow-up:

1. Keep an accurate record of circumstances and actions taken.
2. Coordinator/director shall file a written report.
3. Debrief with ICS Team.
4. Contact counselor for referrals.

DRUG AND ALCOHOL ABUSE

(Observed behavior raises suspicion of use)

Action to be taken:

1. Contact IC, coordinator/director or SAP.
2. Administrative investigation according to PA Cyber Charter School's Board Policy Manual.
 - a. Parental Contact
 - b. Police Notified
3. Referral to guidance counselor and SAP.

Follow-up:

1. Keep an accurate record of the circumstances and action taken.
2. Coordinator/director shall file a written report.

HATE ACTS

(Including racial slurs, drawings)

Action to be taken:

1. Immediately remove any visible drawings, pictures, etc. and give to coordinator/director.
2. Notify IC, who will decide whether or not to contact parent/police.
3. Notify psychologist, counselor or SAP who will set up a sensitivity program for students involved.

Follow-up:

1. Keep an accurate record of the circumstances and actions.
2. Coordinator/director shall file a written report.

STUDENT OUTBURSTS

Verbal Escalation (Student becomes belligerent, challenges authority, loses sight of consequences)

Action to be taken:

1. Remain calm and non-threatening, ignore their challenges.
2. Use a soft voice to defuse the situation.
3. Isolate student, remove audience.
4. Allow student to vent.
5. Avoid power struggles.
 - a. Don't defend your authority.
 - b. Ignore personal attacks.
 - c. Don't discuss irrelevant issues.
 - d. Stick to the facts.
6. Depersonalize the situation.
 - a. You're the professional.
 - b. Don't challenge them.
 - c. Remember precipitating factors.
7. Give the student the power to choose.

CODED WARNINGS

1. In the event of a dangerous intruder, weapon or hostage situation, a coded warning will be given via email or word of mouth. The warning will indicate that **"Attention STAFF we are in a lockdown at this time."** This is a clear message to all staff members that they are to shut and lock all applicable doors and remain in any available enclosed protective area until further notice.

For example: If a dangerous intruder is in the building, an announcement will be made via email or word of mouth: if you hear loud noises put yourself into lockdown.

"Attention STAFF we are in a lockdown at this time."

Action to be taken by all staff members:

1. Shut and lock any available doors and remain in any available enclosed protective area until the lockdown is clearly lifted by IC/coordinator/director.
2. In the event that the Incident Command System Team is needed in a specific area for an issue of urgent need, no code will be utilized, however a simple message via email will be made, **"Mr. Woelfel the ICS Team is needed in the (area of need) immediately."** This announcement should serve as notice that there is a potential issue at that location and doors are to be shut, and locked until further notice.

DANGEROUS INTRUDER

Action to be taken:

1. Notify IC/coordinator/director immediately of any stranger who poses a threat.
2. Via email or word of mouth announces,

"ATTENTION STAFF.....WE ARE IN A LOCKDOWN." (REPEAT)

Do not follow any further directions via email following this directive. Wait until the IC/coordinator/director speaks to you personally.

- a. Lock all applicable doors, remain in room until further notice.
- b. Close and lock all windows – close blinds – turn off lights in room.
- c. Sit out of sight of windows and doors.
- d. Remain in lockdown mode until a recognizable school administrative person directs you personally to resume normal activities.
- e. A pre-determined code phrase such as **"PA CYBER FOR LIFE"** will assure the authenticity of the lifting of the lockdown procedures.

Follow-up:

Coordinator/director shall file a written report.

HOSTAGE SITUATION

GUIDELINES

Handling a hostage situation will be coordinated with police personnel. 652 Building staff will be directed by the 652 IC who will be cooperating with the police. At times, police authorities cannot always be waited upon to take prudent action. Use discretion and “Fear Management” techniques to minimize harm to staff. **DO NOT USE THE FIRE ALARM.**

IF YOU ARE THE HOSTAGE

1. Do not agitate the captor (s).
2. Do not provide more aid and support to the captor (s) than is essential to the survival of the staff and yourself.
3. Use prudent judgment in following the directions of the captor (s).
4. Try to establish a person-to-person relationship with the captor (s).

IF YOU OBSERVE A HOSTAGE BEING TAKEN

1. Immediately notify IC/coordinator/director and security, if applicable.
2. The IC should take whatever action is necessary to stabilize the incident and provide for the safety of the staff.
3. **STOP: DO NOT APPROACH THE PERSON - DO NOT TRY TO CONFISCATE A WEAPON.**
4. **Ask the person in a calm voice for permission to evacuate the rest of the staff.**
5. Evacuate calmly and quietly if permitted.
6. **If evacuation is not allowed,** keep talking with the person until police arrive.
7. Ask, “What is wrong?” or “What do you want?”
8. When police arrive do as they advise.
9. Report as many details as you observe.
 - a. Location of the abduction.
 - b. Number of captors.
 - c. Appearance of captors.
 - d. Weapons: types, numbers.
 - e. Number of hostages.
 - f. Demands of the captors.
10. In an open area, use the evacuation plan to get as many staff as possible away.
11. Staff will be told room by room where to evacuate to.

Follow-up:

Coordinator/director shall file a written report.

CHILD ABUSE AND NEGLECT

If child abuse is suspected, you must notify the IC who will report it in accordance with PA Cyber Charter guidelines and state mandates.

Action to be taken:

1. **Notify IC** or designee (i.e., psychologist, nurse, counselor, or SAP). Where immediate attention is needed to protect a child from being taken from home or being further injured.
2. **Notify the school nurse** and coordinate with the psychologist, counselor, or SAP.
3. Coordinator/director/counselor will contact Children & Youth Services (CYS) at 724-891-5800— 1080 8th Ave Beaver Falls PA 15010, Hot Line at 1-800-615-7743 and may contact police.

Follow-up:

1. Keep an accurate record of the circumstances and actions taken.
2. Coordinator/director shall file a written report.

BE AWARE OF YOUR SURROUNDINGS

Action to be taken:

1. Report all strange vehicles to IC immediately.
2. Report all suspicious person to the IC immediately.
3. Report all suspicious packages to the IC immediately
4. IC should follow up with the local police.

Follow-up:

1. The IC will inform the ICS team of the incident.
2. Coordinator/director shall file a written report.

ACTIVITIES OCCURRING AFTER NORMAL WORK DAY

Sponsors or chaperones of activities that occur on site after the normal work day shall clarify with coordinator/director in advance who will make decisions in the case of a crisis issue. The designated individual should then assume an IC’s role in case of a traumatic event.

**PENNSYLVANIA CYBER CHARTER SCHOOL
PROCEDURE MANUAL
FOR
STUDENTS WITH DISABILITIES**

PROCEDURES AND GUIDELINES

**PENNSYLVANIA CYBER CHARTER SCHOOL
Revised 2014**

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INTRODUCTION

The Pennsylvania Cyber Charter School ("PA Cyber") Special Education Procedural Manual is congruent with Title 22, Chapter 711 of the PA Code and applicable provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments as well as its implementing regulations at 34 CFR Part 300. This Manual is also to be reviewed in conjunction with PA Cyber's Handbook, Annual Child Find and Special Education Notices and Policies.

In order to achieve compliance with applicable laws and regulations and their amendments as well as Board of Trustees Policies, PA Cyber has adopted this **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.

The applicable Pennsylvania laws and regulations establish a structure in which a cyber charter school is autonomous while functioning under the supervision of PDE.

All students with disabilities attending PA Cyber and their parents retain legal rights afforded to them by applicable laws and regulations. PA Cyber shall 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 should ensure that its students with disabilities are properly served, and PA Cyber will file sufficient information with PDE as mandated to demonstrate that the requirements of the IDEA and applicable regulations regarding students with disabilities are being met.

This manual is intended to help PA Cyber to meet its responsibilities under IDEA and Chapter 711.

This is a procedural manual and not a substitute for special education policies approved by the Board of Trustees. These procedures are intended to assist Pa Cyber in meeting requirements set forth by applicable laws and regulations as well as Board policies adopted that are consistent with those mandates.

IDEA DISABILITIES

Sec. 300.8 Child with a disability.

(a) General. (1) Child with a disability means a child evaluated in accordance with Sec. Sec. 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, **needs special education and related services**.

(2)(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under Sec. Sec. 300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, **but only needs a related service and not special education, the child is not a child with a disability under this part**.

(ii) If, consistent with Sec. 300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

...

(c) Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

(1)(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

(2) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

(4)(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(6) Mental retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

(7) Multiple disabilities means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

(8) Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a child's educational performance.

(10) Specific learning disability--(i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

ENROLLMENT OF STUDENTS WITH DISABILITIES

Pa Cyber shall 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. 24 PS 17-1723-A(b)(1).

Pa Cyber must 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.

Pursuant to Section 17-1748-A. Enrollment and notification:

(1) Within 15 days of the enrollment of a student to a cyber charter school, the parent or guardian and the cyber charter school shall notify the student's school district of residence of the enrollment through the use of the notification form under subsection (b).

(2) If a school district which has received notice under paragraph (1) determines that a student is not a resident of the school district, the following apply:

(i) Within seven days of receipt of the notice under paragraph (1), the school district shall notify the cyber charter school and the department that the student is not a resident of the school district. Notification of nonresidence shall include the basis for the determination.

(ii) Within seven days of notification under subparagraph (i), the cyber charter school shall review the notification of nonresidence, respond to the school district and provide a copy of the response to the department. If the cyber charter school agrees that a student is not a resident of the school district, it shall determine the proper district of residence of the student before requesting funds from another school district.

(iii) Within seven days of receipt of the response under subparagraph (ii), the school district shall notify the cyber charter school that it agrees with the cyber charter school's determination or does not agree with the cyber charter school's determination.

(iv) A school district that has notified the cyber charter school that it does not agree with the cyber charter school's determination under subparagraph (iii) shall appeal to the department for a final determination.

(v) All decisions of the department regarding the school district of residence of a student shall be subject to review by the Commonwealth Court.

(vi) A school district shall continue to make payments to a cyber charter school under section 1725-A during the time in which the school district of residence of a student is in dispute.

(vii) If a final determination is made that a student is not a resident of an appealing school district, the cyber charter school shall return all funds provided on behalf of that student to the school district within 30 days.

(b) Notification form.--The department shall develop a notification form for use under subsection (a). The notification shall include:

- (1) The name, home address and mailing address of the student.
- (2) The grade in which the student is being enrolled.
- (3) The date the student will be enrolled.
- (4) The name and address of the cyber charter school and the name and telephone number of a contact person able to provide information regarding the cyber charter school.
- (5) The signature of the parent or guardian and an authorized representative of the cyber charter school.

(c) Withdrawal.--The cyber charter school and the parent or guardian of a student enrolled in a cyber charter school shall provide written notification to the student's school district of residence within 15 days following the withdrawal of a student from the cyber charter school.

In accordance with § 711.7. Enrollment:

(a) A cyber charter school may 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.

(b) Subject to subsection (a), a cyber charter school may limit admission to a particular grade level or areas of concentration of the school such as mathematics, science or the arts. A charter school or cyber charter school may establish reasonable criteria to evaluate prospective students which shall be outlined in the school charter.

(c) A cyber charter school may not discriminate in its admission policies or practices on the basis of intellectual ability. Admission criteria may not include measures of achievement or aptitude.

Per § 711.8. Education records.

(a) When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school or cyber charter school.

(b) When the educational records for a child with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school or cyber charter school, the charter school or cyber charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school or cyber charter school is

notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

(c) Charter schools and cyber charter schools shall maintain educational records for children with disabilities consistent with the regulations for the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § § 1221 note and 1232g) in 34 CFR Part 99 (relating to family educational rights and privacy).

Upon enrollment, the school district or charter school is to contact the student's former school for a copy of the student's education records. The former school district or charter school, if within this Commonwealth, is required to respond by forwarding the records within 10 business days of the date upon which a student's records are requested by another Commonwealth school district or charter school.

Per 22 Pa Code 11.11(b), a child shall normally be enrolled the next business day, but no later than 5 business days of application. The school has no obligation to enroll a child until the parent, guardian or other person having control or charge of the student making the application has supplied proof of the child's age, residence, and immunizations as required by law. School districts and charter schools receiving requests for educational records from another school district or charter school shall forward the records within 10 business days of receipt of the request.

The requirement of subsection (b) applies equally to nonresident children who are children living in facilities or institutions as defined in § 11.18 (relating to nonresident child living in facilities or institutions), or foster homes, or with a district resident who is supporting the child without personal compensation as defined in § 11.19 (relating to nonresident child living with a district resident), provided that the person making the application has supplied the documentation required by law.

Immigration Status

A child's right to be admitted to school may not be conditioned on the child's immigration status. A school may not inquire regarding the immigration status of a student as part of the admission process. This provision does not relieve a student who has obtained an F-1 visa from the student's obligation to pay tuition under Federal law.

A school entity shall administer a home language survey to all students seeking first time enrollment in its schools in accordance with requirements of the United States Department of Education's Office for Civil Rights.

Homeless Students

Educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack of housing. In the case of homeless students, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included

within the definition of homeless children and youth are those who are "awaiting foster care placement" and "unaccompanied homeless youth."

Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth includes any child who is "not in the physical custody of a parent or guardian." Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians.

Youth awaiting foster care placement include those who are placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, local school officials should consult with their county children and youth agencies to determine if a child meets the definition of "awaiting foster care placement", including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child "awaiting foster care placement."

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school enrollment. These students should be enrolled without delay, in the district where they are presently residing, or continue their education in the district of prior attendance. See the McKinney-Vento Act, 42 U.S.C. §11431 *et seq.* and the BEC 42 U.S.C. §11431 *et seq.* Education for Homeless Youth for more details.

Children and Families with Limited English Proficiency

Children and families with limited English proficiency must be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d *et seq.* and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

TO BE PROVIDED:

Pursuant to 24 PS 1-1743-A(d), upon request and prior to the student's first day at PA Cyber, PA Cyber will, either in writing or electronically, provide to the parent or guardian of a student, the following:

- A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.
- A description of the lessons and activities to be offered both online and offline.
- The manner in which attendance will be reported and work will be authenticated.
- A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.
- The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.

- PA Cyber's address and the name, telephone number and email address of the school administrator and other school personnel.
- A list of any extracurricular activities provided by PA Cyber.
- The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent or guardian.
- Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students.
- Information on PA Cyber's professional staff, including the number of staff personnel, their education level and experience; and PA Cyber's performance on the PSSA and other standardized test scores.
- Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by PA Cyber. A parent or guardian shall acknowledge, either in writing or electronically, the receipt of this information.
- A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holidays and term breaks.
- For each student enrolled, a cyber charter school shall:
 - (1) provide all instructional materials;
 - (2) provide all equipment, including, but not limited to, a computer, computer monitor and printer; and
 - (3) provide or reimburse for all technology and services necessary for the on-line delivery of the curriculum and instruction.

ACCESS TO INSTRUCTIONAL MATERIALS

Per 711.45 (a) The Department adopts the National Instructional Materials Accessibility Standard (NIMAS) as defined in section 674(e)(3)(B) of IDEA (20 U.S.C.A. § 1474(e)(3)(B)), and set forth at 71 FR 41084 (July 19, 2006) for the purpose of providing print instructional materials in alternate accessible formats or specialized formats to blind persons or other persons with print disabilities in a timely manner. To insure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities, charter schools and cyber charter schools shall adopt the NIMAS. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

(b) Pa Cyber shall, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C.A. § 135a regarding books and sound reproduction records for blind and other physically handicapped residents annual appropriations and purchases.

(c) Pa Cyber shall act in a timely manner in providing instructional materials under subsection (a) if they take all reasonable steps to ensure that children who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. Charter schools and cyber charter schools may not withhold instructional materials from other students until instructional materials in accessible formats are available.

(d) Receipt of a portion of the instructional materials in alternate accessible or specialized format shall be considered receipt in a timely manner if the material received covers the chapters that are currently being taught in the student's class.

(e) If a child who is blind or other person with a print disability enrolls in school after the start of the school year, a charter school or cyber charter school shall take all reasonable steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.

(f) The Department, charter schools or cyber charter schools may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of IDEA (20 U.S.C.A. § 1474(e)), which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

(g) Charter schools and cyber charter schools coordinating with NIMAC shall require textbook publishers to deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the charter schools or cyber charter schools. Charter schools or cyber charter schools that choose not to coordinate with NIMAC may

require that publishers deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the charter schools or cyber charter schools.

CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

1. Related to the confidentiality of information, the following definitions apply:

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- c. *Participating agency* means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. ***Personally identifiable (34 CFR § 300.32)*** means information that has:
 - 1) Your child’s name, your name as the parent, or the name of another family member;
 - 2) Your child’s address;
 - 3) A personal identifier, such as your child’s social security number or student number; **or**
 - 4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. Access Rights (34 CFR §300.613)

a. Parent Access

Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by Charter School under Part B of the IDEA. Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

- 1) Your right to inspect and review education records includes:
- 2) Your right to a response from Charter School to your reasonable requests for explanations and interpretations of the records;
- 3) Your right to request that Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
 - 1) Your right to have your representative inspect and review the records.
 - a) Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
 - b) If any education **record includes information on more than one child**, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

- c) On request, each Charter School must provide you with a **list of the types and locations of education records** collected, maintained, or used by Charter School.

b. Other Authorized Access (34 CFR §300.614)

Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

2. Fees

Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

3. Amendment of Records at Parent's Request (34 CFR §300.618)

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Charter School to change the information. Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

4. Opportunity for a Records Hearing (34 CFR §300.619)

Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

a. Hearing Procedures (34 CFR §300.621)

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g ("FERPA"), 34 CFR § 99.22:

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense,

be assisted or represented by one or more individuals of his or her own choice, including an attorney.

- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform you in writing. If, as a result of the hearing, Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, Charter School must inform you of the right to place in the records that Charter School maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by Charter School as part of the records of your child as long as the record or contested portion is maintained by Charter School; **and**
2. If Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)

Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within Charter School who have access to personally identifiable information.

5. Destruction of Information (34 CFR §300.624)

Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.

However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

SPECIAL EDUCATION PAYMENTS.

Per 22 Pa Code 711.9:

(a) The child's school district of residence shall provide the special education payments required by section 1725-A(a)(3) of the act (24 P. S. § 17-1725-A(a)(3)) to the charter school either when:

(1) A child with an IEP begins attending the charter school or cyber charter school.

(2) The charter school or cyber charter school has identified an enrolled child as a child with a disability under IDEA, has developed an IEP for the child and notifies the district of residence of the identification.

(b) When a child for whom a charter school or cyber charter school received the special education payment required under section 1725-A(a)(3) of the act enrolls in another public agency, private school or private agency, the charter school or cyber charter school shall immediately inform the child's school district of residence that its payment responsibilities under section 1725-A(a)(3) of the act have ceased.

A school district is not required to pay a charter school the increased Selected Expenditures for a special education student until that student has been identified as a student with a disability in need of special education services and has an IEP established. Because of privacy laws such as FERPA, the charter school is not permitted to release special education records of students enrolled in the charter school without a parent's consent. Therefore, to validate to a school district that a student is in need of special education services, the school is required to, and may only, provide the resident school district with the front page of the IEP. The school district of residence must keep this information secure and confidential and must destroy the IEP cover sheet when it is no longer needed

ANNUAL REPORTING

Procedures shall follow Ch. 711.6 requirements:

(a) The annual report required under section 1728-A(b) of the act (24 P. S. § 17-1728-A(b)) must include:

- (1) The number of children with disabilities in special education.
 - (2) The services, programs and resources being implemented by the charter school or cyber charter school staff.
 - (3) The services and programs utilized by the charter school or the cyber charter school through contracting with another public agency, other organizations or individuals.
 - (4) The services and programs utilized by the charter school or the cyber charter school through the assistance of an intermediate unit as prescribed under sections 1725-A(a)(4) and 1744-A(3) of the act (24 P. S. §§ 17-1725-A(a)(4) and 1744-A(3)).
 - (5) Staff training in special education utilized by the charter school or the cyber charter school through the Department's training and technical assistance network and intermediate unit.
- (b) The annual report must include an assurance that the charter school or the cyber charter school is in compliance with Federal laws and regulations governing children with disabilities and the requirements of this chapter.
- (c) The annual report must include the age and type of exceptionality for each enrolled child with a disability; the level of intervention provided to each child with a disability; certification of staff providing services to each child with a disability; and programs and services available to children with a disability.

PERSONNEL

Chapter 711.5 dictates personnel requirements as follows:

(a) *Appropriate certification required.* Persons who provide special education or related services to children with disabilities in charter schools and cyber charter schools shall have appropriate certification, notwithstanding section 1724-A of the act (24 P. S. § 17-1724-A).

(b) *Educational interpreters.* An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting. To serve as an educational interpreter at a charter school or cyber charter school, consistent with the Sign Language Interpreter/Transliterators State Registration Act (63 P. S. §§ 1725.1—1725.12), an individual shall meet the qualifications in paragraph (1) or (2) and paragraph (3):

(1) Achieve and provide evidence of a score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned.

(2) Be a qualified sign language interpreter or qualified transliterator under the Sign Language Interpreter or Transliterators State Registration Act and its implementing regulations.

(3) Provide evidence of a minimum of 20 hours of staff development activities relating to interpreting or transliterating services annually.

(c) *Review of EIPA score.* The Department, in consultation with the State Board of Education will review the EIPA score requirement every 2 years.

(d) *Paraprofessionals.*

(1) An instructional paraprofessional is a charter school or cyber charter school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities. This support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP. Special education instructional paraprofessionals shall meet one of the following qualifications effective July 1, 2010:

(i) Have completed at least 2 years of postsecondary study.

(ii) Possess an associate degree or higher.

(iii) Meet a rigorous standard of quality as demonstrated through a State or local assessment.

(2) Nothing in subsection (a) should be construed to supersede the terms of a collective bargaining agreement in effect on July 1, 2008.

(3) Each school year, instructional paraprofessionals shall provide evidence of 20 hours of staff development activities related to their assignment.

(4) A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

CHILD FIND

Per § 711.21. Child find:

(a) To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), each charter school and cyber charter school shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated.

(b) Each charter school's or cyber charter school's written policy must include:

(1) Public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs. Written information shall be published in the charter school or cyber charter school handbook and web site.

(2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school.

Please See Pa Cyber's Child Find Policy and Pa Cyber's Annual Special Education Notice for further guidance.

1. Pennsylvania Cyber Charter School Procedure(s)

- Pennsylvania Cyber Charter School will provide information on Child Find Activities in keeping with State regulations. The CEO or Director of Special Education or designee will determine 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. In addition to the Child Find statement posted on the School's Web Page and in the handbook, the following materials will provide information to the public:
- Both the FERPA and the Special Education Notifications will be posted and visible in the school's main office, on the school's main website, in the school handbook, and in the special education director's office. They will be distributed annually with the orientation packet distributed at the beginning of each school year.
- Pennsylvania Cyber Charter School in conjunction with the local Intermediate Units where possible will annually publish a notice in the local newspapers with general circulation in order to demonstrate the school's desire to find children in need of special education and related services.
- Pennsylvania Cyber Charter School shall conduct awareness activities to inform the public of its special education services and programs.

2. Staff Involvement

Director of Special Education and designees

3. Time Line
Annual Notice

4. Form(s)
Public Awareness Notice
Family Education Rights to Privacy Act (FERPA) Notice

SCREENING & REGULAR EDUCATION INTERVENTIONS

Pennsylvania Cyber Charter School's Procedures must reflect the following State mandated procedures:

Screening

In accordance with Chapter 711.23 of Title 22 of the Pennsylvania Code:

(a) The school shall establish a system of screening which may include prereferral intervention services to accomplish the following:

(1) Identification and provision of initial screening for students prior to referral for a special education evaluation, including those services outlined in subsection (c).

(2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.

(3) Identification of students who may need special education services and programs.

(b) The screening process must include:

(1) Hearing and vision screening in accordance with section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.

(2) Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

(c) The school may develop a program of prereferral intervention services. The services may include:

(1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.

(2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.

(3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.

(4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.

(5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.

(6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.

(7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

(8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

(d) Screening or prereferral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or prereferral intervention activities.

Activities designed to gain the participation of parents will be utilized.

If screening activities have produced little or no improvement within 60 days after initiation, the Instructional Support Team (IST) will determine if increased intervention or if a referral for evaluation is warranted.

CRITERIA FOR THE DETERMINATION OF SPECIFIC LEARNING DISABILITIES.

Following are State-level criteria in accordance with Chapter 711.25 of Title 22 of the PA Code for determining the existence of a specific learning disability. The school develops the following procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures shall be included in the school's charter application and annual report. To determine that a child has a specific learning disability, the school or shall:

(1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

(2) Use one of the following procedures:

(i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:

- (A) The student received high quality instruction in the general education setting.
- (B) Research-based interventions were provided to the student.
- (C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings under this section are not primarily the result of any of the following:

(i) A visual, hearing or orthopedic disability.

(ii) Mental retardation.

(iii) Emotional disturbance.

(iv) Cultural factors.

(v) Environmental or economic disadvantage.

(vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Pennsylvania Cyber Charter School's procedures(s)

1. Referral: A student may be referred by his/her parents or by the Pennsylvania Cyber Charter School teaching staff due to concerns regarding academic achievement

- Elementary Grades (K-8)
- The Instructional Support Team (IST) serves as the screening mechanism and the process for offering regular education interventions through the Response to Intervention (RtI) process. Determination for referral actions will be made on an individual basis based on student's progress as documented by the RtI process.
- Nurse
- The School Nurse will conduct hearing and vision screening for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
- Parent/Guardian Rights for Academic Intervention
- Parent/Guardian Request for Academic Intervention
- Parent/Guardian Request for Evaluation for Special Education Services will be addressed immediately. Parents will be issued PERMISSION TO EVALUATE (PTE) – EVALUATION REQUEST FORM within 5 school days of receiving the written request.

Screening activities do not serve as a bar to the right of a parent/guardian to request an evaluation at any time, including prior to or change the conduct of screening activities

NOTE:

- All requests need to be submitted in writing on PERMISSION TO EVALUATE (PTE) – EVALUATION REQUEST FORM and contain the signature of the Parent/Guardian. The Special Education Director or designee will provide assistance in this activity upon Parent/Guardian request. If an oral request is made, a form shall be issued to the parent for purposes of making a written request as issued by PaTTAN.
- Pa Cyber will make available to Parent/Guardian a Procedural Safeguard Notice explaining the evaluation process along with student and parent rights under Special Education law.
- Special Education Director or Designee will forward the request to the Special Education Teacher that is assigned to the student's grade level and proceed to the "Permission to Evaluate" section.
- When the Parent/Guardian expresses a concern to building personnel, the special education staff will initiate a conversation, discuss the concerns and review available options with the Parent/Guardian.

2. Staff Involvement

Director of Special Education and designees

3. Form(s)

Special Education Forms including but not limited to requests for support, data collection forms (includes Response to Intervention Plan (RTII), rubrics, running records, Intervention forms, writing samples, etc), IST reports, action plans, and requested parent input forms, etc.

DECISION ON STUDENT PROGRESS/DETERMINATION REGARDING ADDITIONAL EVALUATION DATA

1. Pennsylvania Cyber Charter School's Procedure(s)

Upon completion of activities outlined in the Screening and Regular Education Intervention Section the building Instructional Support Team will reconvene to review regular education interventions and relevant data in order to determine student progresses.

Data collected on student progress in conjunction with academic or behavioral interventions will drive the subsequent Team decision-making process.

- Student making progress inform parents, continue interventions, record intervention strategies in the student's Individual Learning Plan (ILP), and continue progress monitoring.
- Lack of student progress – inform parents, refer for evaluation.

2. Staff Involvement

3. Form(s)

Data Collection
RtII Intervention Form
Referral Form

PERMISSION TO EVALUATE & PROCEDURAL SAFEGUARDS NOTICE

1. Pennsylvania Cyber Charter School's procedure(s)

- Notice will be issued to parents in understandable language
- When the Instructional Support Team determines a lack of student progress and identifies a need to refer for evaluation, the following procedures will be followed:
 - a. At the conclusion of the Team meeting under the supervision of the Director of Special Education, the documentation will be forwarded to the Psychologist for review of the referral/background information in order to accurately identify the types of tests and procedures that are to be listed on the Permission to Evaluate Form. This will be done in order for the parents to provide informed consent.
 - b. The Special Education Teacher will give the Parent/Guardian the Permission to Evaluate, Social Developmental History (parent interview), and any necessary behavior, social or adaptive checklists determined by the psychologist. A copy of the Procedural Safeguards Notice must be

included with the initial request to evaluate. Pennsylvania Cyber Charter School request that these forms be returned in a timely manner to the Special Education Teacher.

If a verbal request is made by Parent/Guardian, staff must issue the PERMISSION TO EVALUATE – EVALUATION REQUEST FORM to determine reason for request and evaluate appropriate course of action. A determination of need to evaluate will be made within 5 school days. Parents will receive notification of determination by the use of the Notice of Recommended Educational Placement (NOREP) form if Pennsylvania Cyber staff has determined that an evaluation is not appropriate. If determination is made for the child to be evaluated by the School Psychologist, the Permission to Evaluate and background information and/or check list deemed appropriate by the School Psychologist will be issued to the parent within ten (10) school days.

NOTE: The Parent/Guardian Report of Background Information is extremely important to the psychologist for the evaluation process. However, if the background information and/or checklists are not returned, forward the remaining referral packet to School Psychologist as soon as possible indicating that the Parent/Guardian has not completed the requested forms and will be forwarded upon return.

If the Report or Background information, etc. has not been returned. A record must be kept in the student's file that parent input into the evaluation process was sought including when, how, and by who should be noted.

2. Staff Involvement
Director of Special Education
Special Education Teacher
3. Time Line
10 days from determination of need to evaluate
4. Form(s)
Permission to Evaluate (PTE) – Evaluation Request Form
Permission to Evaluate
BASC (parent and teacher)
Social /Developmental History
Other as needed/directed

PARENT OPTIONS FOR EVALUATION

Three Parent/Guardian options are listed on the Permission Evaluate Form

- I give consent to start an initial evaluation as you propose.
- I do not give consent to the proposed initial evaluation.
- I would like to schedule an informal meeting with school personnel to discuss this request.

1. Pennsylvania Cyber Charter School's Procedure(s)

- a. When Parent/Guardian consent is obtained via the Permission to Evaluate:
 - For documentation purposes the Special Education Teacher will maintain a referral log in each child's IEP file. It is recommended that copies of all forms and data be maintained.

- Upon receipt of this information, the referral will be date stamped by the Special Education Teacher.

The Referral Packet along with the signed Permission to Evaluate is sent to the school psychologist and any related therapist. The referral packet will include the Pennsylvania Cyber Charter

3. Time Line

Work within the initial 60 calendar day time line after the school receives written parental consent for evaluation, except that the calendar days from the day of the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

4. Form(s)

Evaluation Report (ER) Format

EVALUATION

The school will comply with Chapter 711.24:

- (a) The group of qualified professionals, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.306 (relating to determination of eligibility), must include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury.
- (b) In addition to the requirements incorporated by reference in 34 CFR 300.301 (relating to initial evaluations), the initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day of the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.
- (c) Parents may request an evaluation at any time, and the request must be in writing. The charter school or cyber charter school shall make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the charter school or cyber charter school, that individual shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.
- (d) Copies of the evaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team unless this requirement is waived by a parent in writing.

1. Pennsylvania Cyber Charter School's Procedure(s)

The Psychologist will follow evaluation procedures as outlined in the Pennsylvania State Code. The School Psychologist shall ensure, at a minimum, that the following requirements are met:

- (a) (1) Tests and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis; and
(2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education rather than measuring that child's English language skills.
- (b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum, that may assist in determining:
 - (1) Whether the child is a child with a disability.
 - (2) The content of the child's possible IEP.
 - (3) Any standardized tests that are given to a child have been validated for the specific purpose for which they are used; and
 - (ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
 - (4) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the

person administering the test, or the method of test administration) must be included in the evaluation report.

- (c) Tests and other evaluation materials included those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (d) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purists to measure).
- (e) No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
- (f) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (g) In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- (h) Pennsylvania Cyber Charter School used technically sound instruments that may assess the relative contributions of cognitive and behavioral factors in addition to physical or developmental factors.
- (i) Procedures for evaluating children who may qualify for the definition of Emotional Disturbances:
 - During the evaluation process the Pennsylvania Cyber Charter School's psychologist may request/recommend additional testing, consultations and/or evaluations, including but not limited to a psychiatric consultation, speech/language evaluation, occupational therapy evaluation, physical therapy evaluation or other such evaluations deemed appropriate. Parental consent shall be obtained via a Permission to Evaluate Form prior to administering tests or evaluations not included on the Permission to Evaluate Form previously signed by the parent.

2. Staff Involvement

Director of Special Education /Designee, Special Education Teacher(s), School Psychologist and student's Regular Education Teacher. Additional IST Members as determined by the Psychologist. In all cases the Team must include the Parent and Psychologist. The Psychologist would not be needed in a speech and language only IST meeting.

3. Time Line

Work within the initial 60 Calendar day time line after the school receives written parental consent for evaluation, except that the calendar days from the day of the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

4. Form(s)

Evaluation Report (ER) Format and other school forms (i.e., parent input and referral forms).

EVALUATION REPORT (ER)

1. Pennsylvania Cyber Charter School's Procedures(s)

An instructional support Team meeting will be offered to review the ER with the Parent/Guardian, however, a copy of the ER must be sent to the Parent/Guardian 10 calendar days prior to the meeting. Parents may opt to sign a document waiving the 10 day requirement if they choose to proceed sooner than the 10 day period.

A. Procedures for determining eligibility and placement.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability, the educational needs of the child, each public agency shall: Draw upon information from a variety of sources, including aptitude and achievement test, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior and ensure that the information obtained from all these sources is documented and carefully considered. If a determination is made that a child has a disability and needs special education and related service, an IEP must be developed for the child with 30 calendar days.

B. Additional procedures for evaluation children with specific learning disabilities:

- The School Psychologist, Special Education Teacher shall observe the child's academic performance in the regular classroom setting if the student is receiving education in the regular classroom setting. Otherwise, the School Psychologist and Special Education Teacher will observe the child's academic performance in the classroom setting in which the student is being educated.

NOTE: This observation requirement is in addition to the information gathered by the teacher and related service providers called for on the ER.

- For Specific Learning Disabilities only: Obtain signatures, Title and a written certification by checking 'yes' or 'no' on the last page of the ER.

NOTE: The Team member must submit a separate statement presenting his or her conclusions if the ER does not reflect his or her conclusion.

C. Determination of eligibility

- Upon completing the administration of tests and other evaluation materials.
- A group of qualified professionals and the parent of the child must determine whether the child is a child with a disability.
- The determinant factor for that eligibility determination is:
 - (a) Lack of instruction in reading or math; or
 - (b) Limited English proficiency; and
- The child does not otherwise meet the eligibility criteria.
- For exceptionalities other than Specific Learning Disabilities. At the conclusion of the meeting, ask Team Members to sign the last page for the purpose of documentation of attendance at the Meeting only.

DO NOT ask Team Members to check “yes” or “no”.

- a. If the determination is: Student is not a child with a disability, or is,
but does not need specially designed instruction, follow development
of the NOREP procedure.
 - b. If the determination is: Student is a child with a disability and in need
of specially designed instruction, then proceed to the IEP development
procedure.
- At the conclusion of the meeting, the Team will decide upon the
most appropriate level of services based on the Evaluation report.

The Parent/Guardian will receive the Evaluation Report at least 10 school days prior to the Evaluation report meeting to discuss testing results. Parents may opt to sign a document waiving the 10 day requirement if they choose to proceed sooner than the 10 day period. If parents are agreeable, the IEP meeting may occur at the same meeting time.

2. Staff Involvement

Director of Special Education/Designee

MDT Members (a group of qualified professionals as previously defined)

3. Time Line

Work within the initial 60 calendar day time line as described above. A copy for the evaluation report presented to the parents no later than 60 calendar days as described above after the agency receives written parental counsel on the Permission to evaluate form.

4. Forms

Evaluation Report

Invitation to Participate in the IEP Meeting

Notice of Recommended Educational Placement

Parent waiver 10 day period if needed

INDEPENDENT EDUCATION EVALUATIONS (IEE) ADMINISTRATIVE PROCEDURES

A parent who disagrees with an evaluation performed or obtained by Pennsylvania Cyber Charter School ("Charter School") may request an independent educational evaluation (IEE) at public expense to the extent allowed by applicable state and federal regulations. If the request is received verbally, the staff member who receives the IEE request shall inform the parent that the staff member is forwarding the request to the CEO. The staff member is to forward the request to the CEO without delay.

The CEO or his designee shall take the following steps to the extent that they remain consistent with applicable state and federal regulations regarding IEEs:

The CEO may, upon receipt of the request for an IEE, request that the parent state their reasons for disagreement with the evaluation conducted or proposed by the Charter School. The CEO shall not require the parents to do so, however, and shall not delay the process for providing or disputing an IEE.

Within ten school days of receipt of a request for an IEE in writing from a parent, the CEO of Charter School shall issue a NOREP and Procedural Safeguards Notice to the Parent in which the CEO either approves or denies the request for the IEE.

If the parent refuses to consent to the decision not to provide an IEE, the CEO or his designee must file a Due Process Hearing Request with the Office for Dispute Resolution and notify the parent in writing that Charter School has done so. The parent must be copied on the Due Process Hearing Request in the same manner as it is sent to the Office for Dispute Resolution. The parent must be provided with a copy of the Procedural Safeguards Notice upon filing of a Due Process Hearing Request.

If the CEO consents to provide an IEE, the parent must receive written documentation from the CEO with the NOREP and the Procedural Safeguards Notice. The written documentation must include the following:

- (1) Charter School will pay for an IEE provided the IEE meets all of the requirements of an appropriate evaluation as defined in the enclosed Charter School IEE policy. (The IEE policy will also be included with the written documentation).

- (2) The CEO shall provide a list of qualified independent evaluators to the parent in the discipline requested.

- (3) Charter School will not pay for the IEE until the CEO receives from the evaluator a complete copy of a report of that evaluation and determines that the evaluation meets all of the requirements of Charter School's policy.

- (4) A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent is not required to do so and that Charter School would pay any cost not covered by such sources;

- (5) Directions that the parent is responsible for arranging for the IEE and for ensuring that the evaluator contacts the CEO to arrange for payment of the evaluation.

- (6) If the evaluation has already been conducted and paid for, the correspondence shall advise the parent that Charter School will not reimburse the parent for the IEE until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation meets all of the requirements of the Charter School IEE policy and documentation substantiating that the parent paid for or is responsible to pay for the costs of the evaluation requested to be reimbursed.

(7) The IEE shall be reviewed by the student's IEP and/or MD team and considered with respect to the provision of FAPE to the student. Where necessary and/or warranted as required by law, a team meeting shall be convened to discuss the results of the IEE and any changes in the provision of FAPE proposed as a result of the IEE.

THE INDIVIDUAL EDUCATION PLAN (IEP) PROCESS

IEP TEAM MEMBERS DETERMINED

1. Pennsylvania Cyber Charter School's Procedure(s)

a. Procedures for the IEP Process

- The IEP Team will convene a meeting within 30 calendar days of the IST Meeting/completion of ER, to develop the IEP.
- The Director of Special Education and/or the Special Education Teacher will identify and invite other staff members based upon areas of special consideration that pertain to the student or related Service Providers (e.g., Speech & Language Clinician, Occupational therapist, Physical Therapist, the Nurse for nursing services, etc.) as well as the staff listed below:

Pennsylvania Cyber Charter School shall ensure that the IEP Team for each child with a disability includes:

- (1) The parents of the child;
- (2) At least one Regular Education Teacher of the child
 - i. At least one Special Education Teacher of the child or if appropriate, at least one special education provider of the child;
 - ii. A representative of the public agency who (a) is qualified to provide, or supervise the provisions of, specially designed instructions to meet the unique needs of children with disabilities; (b) Is knowledgeable about the general curriculum; and (c) Is knowledgeable about the availability of resources of Pennsylvania Cyber charter school;
 - iii. An individual who can interpret the instructional implications of evaluation results, who may be a member of the Team described in this section;
 - iv. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and
 - v. If appropriate, the child.

NOTE: Members of the IEP team are not required to attend an IEP meeting in part or in whole if; the parent of a child with a disability and the LEA agree, due to the fact that the member's area of the curriculum or related services is not been modified or discussed. The parent's must agree in writing prior to the meeting date. Documents are maintained in the student's file. Excusal from attendance applies only to the following team members: Regular education teacher, special education teacher, LEA representative, and other individual who can interpret implications of evaluation results. Excusal is agreed upon via the *Parent Consent to Excuse Members from Attending the IEP Team Meeting* form. If an IEP team member has been excused he/she is not to sign that they have attended. The school determines the specific personnel to fill the roles for the school's required participants at the IEP team meeting. If a student has more than one regular education teacher responsible for carrying out a portion of the IEP, the school may designate which teacher or teachers will serve as the regular education teacher as part of the IEP team. IDEA 2004 requires not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child. Therefore, if a speech pathologist, occupational therapist, or other special education provider, other than the student's special education teacher, is on the IEP team, written consent from the parent would be required for the speech pathologist, occupational therapist, or other special education provider to be excused from attending the IEP team meeting when the IEP team meeting involves a modification to, or discussion of, the IEP team member's related services or area of the curriculum. Documentation will be maintained when submitted to the IEP team in writing

before the meeting as well as information received in writing from other school personnel on the appropriate forms to the extent written information is required to be submitted in advance of the IEP team meeting..

b. Transition Services Participants

For students who are 14 years of age or older, the charter school shall include a transition plan which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

1. The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be in or for the consideration of:
 - (a) The student's transition services needs;
 - (b) The needed transition services for the student or
 - (c) The needed transition services for the student or
 - (d) Both.
2. If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.
3. (a) In implementing the requirements of Public School Code (b)(2), the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - (b) If an agency invited to send a representative to a meeting does not do so the public agency shall take other steps to obtain participation of the other agency in planning of any transition services
 - (c) Determination of knowledge and special expertise. The determination of the knowledge or special expertise of any individual described in this section shall be made by the party (Parents or public agency) who invited the individual to be a member of the IEP Team.
 - (d) Designating a public agency representative. A public agency may designate another public agency member, if the criteria described in this section as satisfied.

TRANSITION PLANNING BEGINS

Good transition planning can start at any age. Transition planning must begin no later than age 14. Some situations may result in transition planning even sooner. Please consult PA Cyber's Transition Services Policy.

In Pennsylvania, as a result of inter-agency agreements, the state is committed to a developmental process for transition that fits the uniqueness of each local community in the state.

PA CYBER'S APPROACH IS BASED ON THE FOLLOWING:

- Local community efforts to develop transition programs are valued and supported by the LEA and the state.
- All state agencies that serve youth and young adults with disabilities share in the problem and the solutions for the successful transition from school to adult life.
- State agencies can support local efforts through policy change that affects and coordinates rules, regulations, guidelines and funding streams.

TRANSITION QUESTIONS

Transition is answering the right questions that are individualized for each student. Identified outcomes for students leaving the school system and entering adult life guide the process. The following questions guide transition planning and must be answered prior to graduation for each student:

- Where is the student going vocationally (competitive or supported employment, volunteer work)?
- Will the student need post-secondary education or training?
- Where will the student live and what support will be needed?
- What will the student's transportation needs be?
- How will the student maintain his or her social life?
- What type of leisure activities will the student participate in?
- How will the student meet his or her need for medical care including health insurance?
- What community agencies can help and how will they be accessed?

INTERAGENCY COORDINATION

The transition plan, as part of the IEP, provides the framework for identifying, planning, and carrying out activities that will help the student make a successful transition to adult life. It includes the long-range post-school outcomes identified by the student, a statement of a projected course of study (at age 14), and specific transition services that the student will need, including agency services. Plans must include:

1. What agencies will be involved
2. What services each agency will provide
3. How all of the services will be coordinated

Transition planning involves a team of people drawn from different parts of the student's school and community life. The specific needs of the student for post-secondary services should determine who is invited to the IEP transition planning meeting. It is important that students be linked to the general education curriculum as well as various adult agencies and organizations, such as mental health agencies, vocational rehabilitation, community colleges, housing, and employment and training agencies. Representatives from the agencies attend the meetings. The school is required to "take any other steps to obtain participation" in planning the student's transition services, such as separate meetings, phone calls or written correspondence.

COMPONENTS OF TRANSITION PLANNING AT PA CYBER

1. Career and vocational coordination
2. A formal written transition plan that includes measurable goals
3. Documented parental and student input based on person centered planning.
4. Special education teacher and IEP team collaboration and support.
5. The LEA representative to assist in coordinating services
6. The students' assessment data with new data every year starting at the age of 14.
7. Other appropriate personnel, such as the vocational coach and OVR representative.
8. Any other teacher or school or community related personnel who has an interest in the post-secondary outcomes for the student
9. Data to substantiate Indicator 13 has been met
10. A completed SAAFP based on the students strengths and needs.

TRANSITION SERVICE CHECKLIST FORM

Youth with IEPs aged 14 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

§ 711.41. IEP.

(a) When a child with an IEP transfers to a charter school or cyber charter school, the charter school or cyber charter school is responsible upon enrollment for ensuring that the child receives special education and related services in conformity with the IEP, either by adopting the existing IEP or by developing a new IEP for the child in accordance with the requirements of IDEA.

(b) For students who are 14 years of age or older, the charter school or cyber charter school shall include a transition plan which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

(c) The IEP of each student shall be implemented as soon as possible but no later than 10 school days after its completion.

Authority

The provisions of this § 711.41 amended under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P. S. 17-1732-A(c)(2) and 17-1749-A(b)(8)).

Source

The provisions of this § 711.41 amended June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593. Immediately preceding text appears at serial page (279625).

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? If <i>yes</i> to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? If <i>yes</i> , then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, <i>instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation</i> If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition service needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition service needs? If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA

<p>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for the postsecondary goals?</p> <p>Was prior consent obtained from the parent (or student who has reached the age of majority)?</p> <p>If <i>yes</i> to both, then circle Y</p> <p>If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N</p> <p>If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA</p> <p>If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA</p> <p>Does the IEP meet the requirements of Indicator 13? (Circle one)</p> <p>Yes (all Ys or NAs for each item (1 – 8) on the Checklist or No (one or more Ns circled)</p>
--

Instructions for Completing Checklist

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

Find the postsecondary goals for this student

If there are appropriate measurable postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) independent living *Skills* after high school **and** if the identified postsecondary goals for *Training*, *Education*, and *Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y

If a student's postsecondary goals in the areas of *Training* and *Education* address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y

"it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education.

Employment is a distinct

activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>.

If there are postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school, but these goals are not measurable, circle N

If there is misalignment between the student's postsecondary goals, based on the information available (e.g., present levels of performance, student strengths, student interests, student preferences), circle N

If there is not a postsecondary goal that addresses *Training* after high school, circle N

If there is not a postsecondary goal that addresses *Education* after high school, circle N

If there is not a postsecondary goal that addresses *Employment* after high school, circle N

2. Are the postsecondary goal(s) updated annually?

If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are documented in the student's current IEP, circle Y

If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are not documented in the student's current IEP, circle N

If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so circle Y

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?

Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student's file)

For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals circle Y

For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment(s) provided information on the student's needs, taking into account the student's strengths, preferences, and interests [regarding the postsecondary goals,] circle N

If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, regarding the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle Y

If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle N

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Find where transition services/activities are listed on the IEP

For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, circle Y

For each postsecondary goal, if there is **no** transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in the IEP that will enable the student to meet the postsecondary goal, circle N

If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, circle Y

If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** transition service listed that will enable the student to meet that postsecondary goal, circle N

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Locate the course of study (instructional program of study) or list of courses of study in the student's IEP

Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals? If yes, go to next instruction bullet. If no, circle N

Do the courses of study align with the student's identified postsecondary goals? If yes, circle Y. If no, circle N

6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition service needs?

Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition service needs, circle Y

For each of the postsecondary goals mentioned in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition service needs, circle N

If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition service needs, circle Y

If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition service needs, circle N

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Locate the evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference) Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. If yes, circle Y. If no, circle N

8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

Find where persons responsible and/or agencies are listed on the IEP

Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.

Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y

If a postsecondary goal area was addressed in item #1, but was not measurable and there is no evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N

If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?

If all Ys or NAs for each item (1 – 8) on the Checklist, then circle **Yes**

If one or more Ns are circled, then circle **No**

The National Secondary Transition Technical Assistance Center (NSTTAC)
September, 2006; updated July, 2009; updated May, 2012 Modified for Chapter
711 Using the National Secondary Transition Technical Assistance Center
(NSTTAC) September, 2006; updated July, 2009; updated May, 2012

INVITATION TO PARTICIPATE IN IEP MEETING & PROCEDURAL SAFEGUARDS

Parent Involvement and Notification:

It is required that Parents/Guardians are invited to be members of the IEP Team. An Invitation to the IEP Meeting needs to be sent to the Parent/Guardian by the Special Education Teacher. (The parent/Guardian is not required to attend the meeting. They retain the right to refuse participation in the IEP PROCEEDINGS.) Invite the student if she/he turns 14 in the life of IEP. Make a copy of the parent invitation for the student's file.

- A Member of the IEP team is not required to attend an IEP meeting in whole or part if: The parent of the child and the LEA agree, due to the fact that the members' area of the curriculum or related services is not being modified or discussed. The parent's agreement must be in writing prior to the meeting and maintained in the student's file.
- The parent is requested to sign and return the invitation in a timely manner. If the Special Education Teacher sends forms to the Parent/Guardian prior to the meeting and they are not returned (meeting confirmed via phone), begin the IEP Meeting with the presentation of these documents.
- If the parent/Guardian opts not to attend the IEP meeting, the rest of the identified team members meet to determine the content of the IEP. A copy of the final IEP document is sent to the parents,

NOTE: In situations where parents share custody or if extenuating circumstances exist, send duplicate invitations to appropriate individuals. Verify appropriate contacts with the Pennsylvania Cyber Charter School Front Office staff.

If neither parent can attend, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls, emails, certified and first class mail, visits to home or place of business and offer of alternative means of meeting participation.

When the Parent/Guardian still does not attend the scheduled meeting:

1. Repeat the contact procedure
2. Document the additional attempts
3. Unless this an initial placement, hold the IEP meeting without the Parent/Guardian, but with the remainder of the IEP Team
4. For initial placements, contact the Director of Special Education.

ATTENDANCE OPTIONS

The Invitation to participate will list the IEP team members that are expected to attend. The LEA and Special Education teacher are required participants, other team members may opt to not attend the meeting if the Parent/Guardian are in agreement and notified in writing prior to the scheduled meeting date. In addition, team members not attending

must submit in writing, information pertaining to the student's progress to the parents 10 days prior to the scheduled meeting. Parents are then offered the following options from the Invitation to participate in the IEP Team Meeting or Other Meeting.

- ☐ I will attend the meeting.
- ☐ I will NOT attend the meeting.
- ☐ I wish to attend the meeting, but this time and/or location is not convenient. I prefer to meet at the following date: _____
and time: _____
Please contact me to make alternative arrangements.

Accommodations

- ☐ I will need an interpreter.
- ☐ I will need the following accommodations so that I may participate:
-

NOTE: If accommodations are needed and you are unaware of how to secure them, i.e., an interpreter, contact the Director of Special Education.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

- INDIVIDUAL IEP's are developed as a Team process. The initial version of the IEP must be clearly marked DRAFT and is subject to change based on Team discussions and recommendations.
- An Annual IEP Meeting must be conducted no later than the anniversary date less one day. (Be aware that IEP's can be developed for less than a one-year period as determined by the IEP Team.
- In developing each child's IEP, the IEP Team shall consider
 - a. The strengths of the child and the concerns of the parents for enhancing the education of their child;
 - b. The results of the initial or most recent evaluation of the child; and
 - c. As appropriate, the results of the child's performance on any general State or district wide assessment programs;
 - d. Data collected by the teaching staff.
- A meeting may be conducted without a parent in attendance if the school staff is unable to secure the parents participation. In this case, the school staff must have a record of the attempts to arrange a mutually agreed on time and place such as:
 - a. Detailed records of telephone calls made or attempted and the results of those calls;
 - b. Copies of correspondence sent to the Parents and any responses received; and,
 - c. Detailed records of visits made to the parent's home or place of

employment and the results of those visits.

- d. Use of interpreters or other action, as appropriate. The public agency shall take whatever action is necessary to ensure that the Parent understands the proceedings at the IEP Meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

1. Pennsylvania Cyber Charter School's Procedures

The Special Education teacher must complete the following:

- Complete all demographic information on page one of the IEP. Identify parental custody and if any foster parent information under "other information".
- Obtain IEP Team signatures and titles at the beginning of the IEP meeting (this action verifies attendance at this meeting). In addition, obtain Parent/Guardian signature for receipt of the Procedural Safeguards Notice.
- The IEP Team must address Special Consideration (Section 1 of the IEP form) before developing the IEP.
- Special Considerations that are checked indicate the need to develop IEP accommodations, etc.
- The Present Levels of Education are determined by testing results, Class room performance and teacher and parent input. Present Levels of Performance are included to indicate the strengths and weakness of the student at the time the IEP was developed.
- When writing goals, testing accommodations and specially designed instruction indicate who is responsible, where instruction would occur and/or the frequency and expected duration.

Upon Completion of the IEP:

- The original copy of the IEP and the Invitation to the IEP meeting are to be placed in the central file by the Special Education teacher.
- Give a copy of the IEP to the Parent/Guardian
- Keep one copy for the Special Education Teacher file, scan and save the signed forms in the student's secure electronic file and provide appropriate pages for each Related Instructional Provide.
- Each teacher and provider is informed of (1) His or her specific responsibilities related to implementing the child's IEP; and (2) the specific accommodations, modifications, and supports that must be provided for the child's IEP.

2. Staff Involvement

Director of Special Education or/Designee
Special Education Teacher
Regular Education Teacher(s)

3. Time Line

Following a MDT meeting/completion of ER for initial placements;

The Parent/Guardian has 10 school days prior to the IEP meeting to review the ER. Parents may opt to sign a document waiving the 10 day requirement if they choose to proceed sooner than the 10 day period. If agreeable to the Parent/Guardian the IEP Meeting may occur at the same meeting.

The IEP Team has 30 calendar days from the date of the 1ST Meeting/completion of the ER to develop the IEP (beyond the initial 60 calendar days Evaluation Process. The IEP of each student shall be implemented as soon as possible but no later than 10 school days after its completion.

Following an IEP Revision Meeting:

- During the life of the IEP if the team determines that minor changes to the IEP are necessary they will be recorded on the first page of the IEP in the Addendum Section. Parents will be issued the Addendum page and asked to sign to indicate their agreement with the changes noted. Changes will be implemented according to the implementation dated stated on the IEP. If more than 2 areas require updating, the IEP team will meet and revise the IEP date, changing the IEP meeting date.

4. Form(s)

Invitation to Participate in IEP Meeting
IEP Form

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT (NOREP)

1. Pennsylvania Cyber Charter School's Procedures

- The NOREP must be signed by the Parent/Guardian before a placement in Special Education can begin for initial placements in Special Education because for this action, the school may not proceed without written consent
 - a. The Director of Special Education or Special Education Teacher will make a reasonable attempt to obtain a signed NOREP. Parents will be notified when and how the NOREP will be sent home. The NOREP may be sent

via electronic mail and U.S. regular or certified mail. If the parents/guardians have not responded within 5 calendar days the Special Education Teacher will call the parents to verify receipt of the first copy; answer questions the parents may have; remind parents of options available and send a second copy of the NOREP to the family via the first class mail, certified mail and email. If after 10 school days, the NOREP has not been signed and returned, a third copy will be sent to the parents/guardians via email and first class and certified mail. Documentation of attempts to obtain parent signatures need to be attached to the IEP in the central file.

- Written notice that meets the requirements must be given to the parents of the a child with a disability a reasonable time before the public agency proposes to initiate to change the identification, evaluation, or educational placement of the child of the provisions of FAPE to the child.
- The Notice of Recommended Education Placement must be written in language understandable to the general public, and be provided in the native language of the Parent/Guardian or other mode of communication used by he parent/Guardian, unless it is clearly not feasible to do so.
 1. If the native language or other mode of communication of the Parent/Guardian is not a written language, the public agency shall take steps to ensure:
 - a. that the notice is translated orally or by other means to the parent in his other native language or other mode of communication;
 - b. that the parent/guardian understands the context of the notice
 - c. that there is written evidence that the requirements of this section have been met.

A Notice of Educational Placement is written to reflect the recommended educational placement of the student as indicated by the IEP Team. After reviewing the documents, the parents are given several options on the NOREP document to address the placement of their child.

The options listed on the NOREP:

Directions for Parent/Guardian/Surrogate: Please check one of the options, sign this form, and return it within 10 calendar days. In circumstances when this form is NOT completed and parental consent is NOT required, the school will proceed as proposed after 10 calendar days.

I request an informal meeting with school personnel to discuss this recommendation.

I approve this action/recommendation.

I do not approve this action/recommendation. My reason for disapproval is:

I request (Contact the Office for Dispute Resolution at 800-360-7282 for information on Mediation and Due Process Hearing):

Except for placement in an interim alternative educational setting due to drugs, weapons, or serious bodily injury (§300.530(g), §300.530(i), and §300.531), if you do not approve the action/recommendation, your child will remain in the current program/placement only if you request a due process hearing or mediation through the Office for Dispute Resolution. If you do not request Due Process or Mediation through the Office for Dispute Resolution, the LEA will implement the action/recommendation.

Mediation
Due Process Hearing

2. Staff Involvement

Director of Special Education
Special Education Teacher

3. Timeline

Issue the NOREP as soon as possible, but no later than 10 calendar days after the IEP meeting was held.

4. Form(s)

Notice of Recommended Educational Placement
Procedural Safeguards Notice (If parent requests)

IMPLEMENTATION OF THE IEP & STUDENT PROGRESS MONITORING.

1. Pennsylvania Cyber Charter School's Procedure(s)

- The Special Education Teacher, regular education teacher and specialist identified in the student's IEP are responsible for the implementation of the IEP goals, objectives, and specially designed instruction (including behavioral goals identified in the IEP or Positive Behavior Support Plan).
- The Special Education Teacher is responsible for notifying staff members of relevant goals, objectives, related services and specially designed instruction, Extended School Year (ESY) data collection and testing accommodations.

- The child's IEP is accessible to each Regular Education Teacher. Special Education teacher, Related Service Provider, and other service provider who is responsible for its implementation.
- Each teacher and provider is informed of:
 - a. His or her specific responsibilities related to implementing the child's IEP.
 - b. The specific accommodations, modification and supports that must be provided for the child in accordance with the IEP.
 - c. Supports for school personnel must be provided by appropriate staff as called for the IEP and monitored by the Special Education Teacher.

2. Staff Involvement

Special Education Teacher

Relevant staff (such as Administrators, Guidance Counselors, Regular Education Teachers, Paraprofessionals, etc) as identified in the completed IEP.

3. Timelines

- Implement an initial IEP by stated implementation date, but no later than 10 school days after the IEP Team meeting is held.
- Report student progress toward annual goals at a minimum of 3 times a year in conjunction with the regular education students.

4. Form(s)

Completed IEP Form

Progress monitoring grids as listed in Section III of the IEP

Goals and Objectives from the current IEP

IMPLEMENTATION OF THE IEP & STUDENT PROGRESS MONITORING

PROCEDURES FOR IDENTIFIED STUDENTS WHO MOVE INTO THE SCHOOL FROM ANOTHER PENNSYLVANIA DISTRICT OR OUT OF THE STATE

When a child with an IEP transfers to a charter school, the charter school is responsible upon enrollment for ensuring that the child receives special education and related services in conformity with the IEP, either by adopting the existing IEP or by developing a new IEP for the child in accordance with the requirements of IDEA.

When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private

school or private agency is notified in writing that the child is enrolled in a charter school.

Charter schools shall maintain educational records for children with disabilities consistent with the regulations for the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. §§ 1221 note and 1232g) in 34 CFR Part 99 (relating to family educational rights and privacy).

Procedures:

1. The Parent/Guardian registers an identified student.
2. Enrollment will notify the Director of Special Education who accepts records and assigns the student to the appropriate class when a newly enrolled student has the required documentation needed to receive Special education services.
3. Special Education records will be given to the Director of Special Education who distributes to the Special Education Teacher assigned to the Student's grade level.
4. Ask the Parent/Guardian to sign a RELEASE OF INFORMATION FORM WITH THE COMPLETE ADDRESS AND TELEPHONE NUMBER OF THE SENDING SCHOOL/DISTRICT, IF AVAILABLE. If records are not received within 10 days,, the Secretary will call the sending school and send written correspondence in an effort to get a verbal confirmation of placement and a commitment that the District will be mailing/faxing the records to the receiving school. If parent shares current IEP with NOREP, IEP needs to be implemented immediately. If records are not maintained after written correspondence is sent, contact legal to follow-up with obtaining student records. Maintain evidence of written correspondence sent to the School/District.
5. If verification of special education does not occur within two weeks, begin the Evaluation Process to the extent permitted under law by issuing a permission to evaluate form. Implement the current IEP in the interim. Contact legal for advice on a case by case basis if records are not obtained from the school/district.
6. The Special Education Teacher will call a meeting by identifying and coordinating an Intake Meeting, which may include the Director of Special Education, Psychologist, Guidance Counselor, Teacher, Nurse, and other relevant staff within two weeks form date of receipt of special Education documents from parents or sending district/school.
7. The Special Education Teacher will complete the Invitation to the IEP Meeting, select the Other Meeting Option as an Intake Meeting and identify the purposes as a Review of Records. The Special Education Teacher will send this completed Invitation to the IEP Meeting and Procedural Safeguards Notice to the Parent/Guardian. (Invite the student if he/she turns 14 in the current school year.) Copies of this invitation will be sent to all other staff members who have been identified as IEP team Members.
8. The IEP Team will meet to review records, determine the appropriateness of placement, and discuss if further evaluation is necessary.

9. If more information is needed, ask the Parent/Guardian to sign the Permission to Re- Evaluate following the Re-evaluation Process list.
10. Copies of this invitation will be sent to all other staff members who have been identified as IEP Team Members.
11. Follow same procedures for IEP Meeting, IEP, NOREP, Parent Options, and Implementations, as used for reevaluation of current special education students.

PROCEDURES FOR REEVALUATIONS

The parent or teacher of a child with a disability has the right under 34 CFR Part 300.303(b) (relating to reevaluations) to request a reevaluation annually. More frequent reevaluations may only occur if the parent and charter school or cyber charter school agree. In addition to the requirements incorporated by reference in 34 CFR 300.303 (relating to reevaluation), reevaluation time line will be 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

Charter schools shall reevaluate students with disabilities at least once every 3 years.

Children with disabilities who are identified as mentally retarded shall be reevaluated at least once every 2 years

A. Reevaluation Determination Options

At a minimum of 60 days prior to the three/two year anniversary date of the existing Evaluation Report the parents/guardians will be sent the Permission to Reevaluate Form or Agreement to Waive Reevaluation form.

When the LEA is not recommending a re-evaluation the parents are issued an agreement to Waive Re-evaluation form with the following options for parents/guardians:

- Yes, I agree that my child does not need to be reevaluated at this time; however I understand that I may request a reevaluation at a later date.
- No, I do not agree to waive a reevaluation and would like to have my child reevaluated.

OR

The LEA or parents/ guardians are recommending a reevaluation or the student has the diagnosis of Mental Retardation a Permission to Re-evaluate form will be issued with the following options for parents/guardians:

- I consent to a re-evaluation

- I do not consent to a re-evaluation; I would like to schedule:
 - Mediation
 - Due Process hearing
- I would like to schedule an informal meeting with school personnel to discuss this request.

The School Psychologist and other relevant staff members will conduct the re-evaluation by following the evaluation procedures above.

Transition services participants:

1. The public agency shall invite a student with a disability of age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the Student's transition services needed.
 - a) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interest are considered.
 - b) In implementing the requirements, the public agency also shall invite a
 - c) representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - d) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.
 - e) The determination of the knowledge or special expertise of any individual
 - f) described in this section shall be made by the party (parents or public
 - g) agency) who invited the individual to be a member of the IEP Team.
 - h) Designating a public agency representative. A public agency may designate
 - i) another public agency member of the IEP Team to also serve as the agency
 - j) representative, if the criteria described in this section are satisfied.

PERMISSION TO REEVALUATE & PROCEDURAL SAFEGUARDS NOTICE

- If information is needed, ask the Parent/Guardian to sign the Permission to Reevaluate and give the Parent/Guardian a copy of the Procedural Safeguards Notice. (If not previously sent)
- The Parent/Guardian will be asked to complete the Social Developmental History Form and Behavior Rating Scale.
- Notice is written in understandable language. The notice required under paragraph (1) of this section must be met
- When the Team determines a lack of student progress and identifies a need to refer for reevaluation, the following procedures will be followed:

1. At the conclusion of the Team meeting under the supervision of the special Education Teacher will complete the Student Referral Form. The Special Education Teacher will contact the Psychologist and review the referral/background information in order to accurately identify the types of tests and procedures that will be listed on the Permission to Reevaluate Form. This will be done in order for the Parents to provide informed consent.
2. The Special Education Teacher will give the Parent/Guardian the Social Developmental History(parent interview), behavior, social or adaptive check lists and provide a copy of the Procedural Safeguards Notice to the Parent/Guardian. Pennsylvania Cyber Charter School requests that these forms be returned in a timely manner to the Special Education Teacher.
 - c. If a verbal request is made by Parent/Guardian, staff must determine the reason for the request and evaluate appropriate course of action. Ask the parent to make a written request, stating concerns to assist in determining the appropriate assessment tools to be used for formal re-evaluation. If it is determined that the child will be re-evaluated by a school psychologist a permission to re-evaluate will be sent to the Parent/Guardian with procedural safeguards within ten (10) school days.

NOTE: The Social Developmental History and behavior rating scales are extremely important to the psychologist for the reevaluation process. However, if the information is returned without the Parent Report the Special Education teacher will forward the remaining parts of the referral packet to the School Psychologist indicating that the Social Developmental History has not been returned. A record must be kept in the student's file so that parent input into the reevaluation process was sought – when, how, and by who should be noted.

The Special Education Teacher will supply the evaluation packet to the school psychologist.

REEVALUATION/ RE-EVALUATION REPORT

1. Pennsylvania Cyber Charter School's Procedures for conducting a Re-evaluation follow the same procedures previously identified under the "Evaluation" and "Evaluation Report" sections on pages 8-11.
2. Forms
 - Evaluation Report
 - Reevaluation Report
 - Waiver- Release of 10 day review
 - Invitation to Participate in the IEP Meeting
 - Notice of Recommended Educational Placement

IEP TEAM MEMBERS DETERMINED

The IEP Team members are identified under the “Individual Education (IEP) Process above.

INVITATION TO PARTICIPATE IN IEP MEETING & PROCEDURAL SAFEGUARDS NOTICE

The procedure for issuing the “Invitation to Participate” and “Procedural Safeguards” are identified previously under the Invitation to participate in IEP meeting and Procedural Safeguard Notice section above.

IEP DEVELOPMENT PROCEDURES

The procedures for the development of the IEP are identified previously under the Individual Plan Meeting and Individual Education Plan (IEP) sections above.

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT (NOREP)

The procedures for the use of the NOREP are previous listed under the Notice of Recommended Educational Placement (NOREP) above.

PROCEDURE FOR AN IEP REVISION/REVIEW MEETING

The Special Education Teacher will conduct an IEP Review/Revision Meeting
In response to a Parent/Guardian request, express Parent/Guardian or Staff concerns, lack of student progress on the goals, behavior/disciplinary issues that are not currently addressed in the IEP or the Positive Behavior support Plan. This may be a face to face meeting or may occur via a phone conference with the parent/guardian.

When information comes to the attention of the Special Education Teacher that may result in the modification of the IEP that may address the need for the addition or deletion of goals, objectives, specially designed instruction, related services, and/or supports for staff, etc.

In response to a disciplinary infraction

In response to a pattern of behaviors that impedes the student’s learning or the learning of others or during a Manifestation Determination Meeting

C. In the case of an IEP Revision, the Special Education Teacher

*Will respond in a timely fashion

*Will inform the invite appropriate IEP Team Members

4. The Special Education Teacher will complete the Invitation to Participate in the IEP Meeting and identify it as an IEP Meeting for the purpose of review and possible revision of the IEP. The Special Education Teacher will send this completed Invitation and the Procedural Safeguards Notice to the Parent/Guardian (Invite the student if he/she turns 14 in the current school year) Copies of the Invitation will be sent to all other staff members who have been identified as IEP Team Members. The special Education Teacher will refer to and follow the guidelines as stated previously under the IEP Process Section of this document. (Special Education teachers will ensure that all contactor attempted contact with the parent/guardian is documented on the form and made part of the student's main IEP file.)

- If the Special Education Teacher is unable to send the Invitation to the IEP Meeting or Other Meeting and Procedural Safeguards Notice to the Parent/Guardian prior to the meeting, begin the IEP Revision Meeting with the presentation of these documents.

NOTE: Make a copy of Parent/Guardian Invitation for the student's file

4. The Special Education Teacher will convene an IEP Team Meeting (with appropriate staff in attendance) open the IEP and make the appropriate changes. This document becomes the new IEP for the student.

- The anniversary date of the initial IEP will remain the same as the IEP that was developed on the anniversary date (one day less than one year) of the previous IEP.
- Minor revisions may address activities such as readjusting the short-term objectives, methods of evaluation, or additional specially designed instructions. All revisions and addendums will be noted, dated and signed beginning on the front page of the IEP document.
- When addition or deletion of IEP goals occurs, a review of the entire body of the IEP needs to happen. In such a case, it might be appropriate to identify a new anniversary date.
- In the case of major IEP revisions (that may include additional assessment activities; goals, objectives and specially designed instruction; and/or supports for staff, review the need to reestablish a new anniversary date. A revised IEP needs to be rewritten in a way that indicates agreement along with a new cover sheet and anniversary date, if appropriate.
- Upon completion of the IEP meeting, the special Education Teacher will send the original copy of the IEP and the Invitation to the CEO for Learning

Support to be placed in the central file.

- Give a copy of the IEP to the Parent/Guardian.
- Keep one copy for the Special education Teacher file, and provide a copy for each Related Staff Provider.

When a Parent/Guardian requests a meeting to discuss programmatic concerns and/or IEP issues, the Special Education Teacher can conduct a conference to provide further clarification of the IEP. Document such conversations or conferences for your records.

If it is determined at this meeting/conference with the Parent/Guardian that IEP revisions need to occur, follow the procedures that are listed in this section and conduct an IEP Revision Meeting of this document.

EXTENDED SCHOOL YEAR SERVICES

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

(1) At each IEP meeting for a student with disabilities, the cyber charter school shall determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.

(2) In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:

(i) Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).

(ii) Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).

(iii) Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

(iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

(v) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.

(vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.

(vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.

(b) Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year to year progress may include the following:

(1) Progress on goals in consecutive IEPs.

(2) Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.

(3) Reports by parents of negative changes in adaptive behaviors or in other skill areas.

(4) Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.

(5) Observations and opinions by educators, parents and others.

(6) Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

(c) The need for ESY services will not be based on any of the following:

(1) The desire or need for day care or respite care services.

(2) The desire or need for a summer recreation program.

(3) The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.

(d) Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:

(1) Parents of students with severe disabilities shall be notified by the cyber charter school of the annual review meeting to ensure their participation.

(2) An IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.

(3) The notice of recommended educational placement (NOREP) shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.

(4) If a student with a severe disability transfers into a cyber charter school after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.

(e) Cyber charter schools shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d). However, these determinations shall still be made in a timely manner. If the parents disagree with the cyber charter school's recommendation on ESY, the parents will be afforded an expedited due process hearing.

Positive behavior support

(a) Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans shall be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques in accordance with subsection (c)(2).

(b) Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324, 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

Aversive techniques—Deliberate activities designed to establish a negative association with a specific behavior.

Positive behavior support plan—A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints—

(i) The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him from one area to another.

(ii) Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheel chairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).

(c) Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

(1) The use of restraints to control the aggressive behavior of an individual student shall cause the charter school or cyber charter school to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.

(2) The use of restraints may only be included in a student's IEP when:

(i) Utilized with specific component elements of positive behavior support.

(ii) Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

(iii) Staff are authorized to use the procedure and have received the staff training required.

(iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

(3) The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.

(4) The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

(5) Charter schools and cyber charter schools shall maintain and report data on the use of restraints as prescribed by the Secretary. The report will be reviewed during cyclical compliance monitoring conducted by the Department.

(d) Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

(e) The following aversive techniques of handling behavior are considered inappropriate and may not be used by charter schools or cyber charter schools in educational programs:

(1) Corporal punishment.

- (2) Punishment for a manifestation of a student's disability.
- (3) Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
- (4) Noxious substances.
- (5) Deprivation of basic human rights, such as withholding meals, water or fresh air.
- (6) Suspensions constituting a pattern.
- (7) Treatment of a demeaning nature.
- (8) Electric shock.
- (f) Charter schools and cyber charter schools have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.
- (g) Charter schools and cyber charter schools may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.
- (h) Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

Suspension and expulsion

- (a) For purposes of this chapter, the terms “suspension” and “expulsion” have the meanings set forth in § 12.6 (relating to exclusions from school).
- (b) Charter schools and cyber charter schools shall comply with Chapter 12 (relating to students) and 34 CFR 300.530—300.537, regarding discipline procedures.
- (c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation.
- (d) When a child with a disability has been expelled from a charter school or cyber charter school, the charter school or cyber charter school shall provide the child with a disability with the education required under § 12.6(e) until the charter school or cyber charter school is notified in writing that the child is enrolled in another public agency, private school, approved private school or private agency.
- (e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530(b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

DISCIPLINE OF STUDENTS WITH DISABILITIES

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code as well as the Procedural Safeguards Notice available through PaTTAN. The Board of Trustees directs compliance with these requirements and directs the Chief Executive Officer (“CEO”) or his designee to implement procedures necessary to effectuate the following:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination

The Pennsylvania Cyber Charter School (“Charter School”) personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of **10** school days in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see **Manifestation determination**, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services**. The child’s IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

4. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. A charter school is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their charter school.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

- a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child's disability

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, the Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
- b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
- c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a charter school.

8. Definitions

- a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- c. *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- d. *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change Of Placement Because Of Disciplinary Removals

A removal of a child with a disability from the child’s current educational placement is a change of placement requiring a NOREP/prior written notice if:

- 1. The removal is for more than 10 consecutive school days; or
- 2. The removal is for 15 cumulative school days total in any one school year;
- 3. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals;
 - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings ***Additional authority*** and ***Special circumstances***, above.

1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; or
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision.

The hearing officer may:

- a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or charter school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints**, except as follows:

1. The SEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.

2. Unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Authority of School Personnel**, whichever occurs first.

Special Rules for Students with Intellectual Disability (MR)

The disciplinary removal of a child with mental retardation attending a charter school for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a charter school may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

Protections For Children Not Yet Eligible For Special Education and Related Services

1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters

A charter school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
- b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's director of special education or to other supervisory personnel of the Charter School.

3. Exception

A charter school would not be deemed to have such knowledge if:

- a. The child's parent has not allowed an evaluation of the child or refused special education services; or
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a charter school does not have knowledge that a child is a child with a disability, as described above under the sub-headings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School, and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

1. The state and federal regulations do not:

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or

- b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records

If a charter school reports a crime committed by a child with a disability, the charter school: must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records **only** to the extent permitted by FERPA.

NON-DISCRIMINATION

Pa Cyber Charter School 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.

PROCEDURAL SAFEGUARDS

Procedural safeguards are the formality requirements of the IDEA that are designed to afford parents and guardians of children with disabilities meaningful involvement in the education placement of their children.

The IDEA identifies a list of procedural safeguard protections:

- An opportunity for parents to examine records, participate in meetings and obtain an independent educational evaluation.
- Procedures to protect the rights of the child when the parents are not known, cannot be located, or if the child is a ward of the state.
- Prior written notice whenever the district proposes (or refuses) to initiate or change the identification, evaluation of educational placement of the child, or the provision of FAPE.
- Procedures designed to ensure that notices are in the native language of the parents, unless not feasible to do so.
- An opportunity for mediation.

- An opportunity for any party to present a complaint.
- Procedures that require either party (or party's attorney) to provide a due process complaint notice.

The LEA must provide parents with a copy of the Procedural Safeguards:

- at each annual review meeting;
- upon initial referral or parent request for evaluation;
- upon receipt of the first State complaint and upon receipt of the first due process complaint in a school year;
- on the date the decision is made that a student's suspension constitutes a change in placement (i.e., more than 10 consecutive school days; more than 15 cumulative school days; or series of suspensions constitutes a pattern of suspension); and
- upon request by a parent.

Defined: Parent/Legal Guardian/Surrogate Parent

Parent

- Natural or adoptive parent/guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the state);
- Individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom a child lives;
- An individual who is legally responsible for the child's welfare; or
- Surrogate parent appointed in accordance with the procedures below.

Authorized unless evidence to the contrary

Except as provided below, the biological or adoptive parent, when attempting to act as the parent and when more than one party is qualified to act as a parent, must be presumed

to be the parent unless the school has been provided with evidence that there is a current protective order altering a parent's access or a court order terminating a parent's rights to make educational decisions for his/her child.

Judicial decree or order

If a judicial decree or order identifies a specific person to act as the parent of a student or to make educational decisions on his/her behalf, that individual is considered to be the parent.

Surrogate Parent

- The person who assumes all rights, duties and responsibilities of the child's parent by virtual of voluntary or court appointed status.

Foster Parents

A foster parent can attend an IEP Team meeting but cannot sign-off on the IEP unless the Director of Special Education approves the appointment of the foster parent as a surrogate.

When required

The LEA must request the appointment of a surrogate parent:

- when the child's parent or guardian cannot be located and there is documentation that the parent's whereabouts are unknown or that they are unavailable;
- when a child is a ward of the state. This term refers to a child assigned by court order to the custody of a public agency or public official.
- when the Department of Human Services has terminated parental rights. In this case, the surrogate parent may be appointed by the judge overseeing the child's case, provided the surrogate meets the requirements. A termination of parental rights means that a court of competent jurisdiction has taken away the parent's

rights to make any decisions concerning the child's education and/or upbringing.

Criteria for selection of surrogate parents

Pa Cyber may select a surrogate parent that meets the following criteria. The person

- is not an employee of PDE, Pa Cyber or any other agency that is involved in the education of care of the student;
- has no personal or professional interest that conflicts with the interest of the student the surrogate parent would represent; and
- Otherwise is qualified to be a surrogate parent and is not an employee of an agency solely because (s)he is paid by the agency to serve as a surrogate parent.

Unaccompanied homeless youth

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the criteria for the selection of a surrogate parent.

Surrogate parent rights and responsibilities

A surrogate parent may represent the student in all matters related to the identification, evaluation, and educational placement of the child and the provision of FAPE to the student.

Document efforts to locate parents

The LEA must document his/her reasonable efforts to locate the student's parent, including phone calls, letters, certified letters and visits to parents' last known address. To request appointment of a surrogate for a student, complete the three

Surrogate Parent Referral forms.

Notice of transfer of parental rights

Beginning not later than one year before the student turns 21 years of age (age of majority under State law) the IEP must include a statement that the parent has been informed of his/her rights under IDEA, if any, that will transfer to the student upon reaching the age of majority.

PA Cyber Charter School Service Report

For August 2014

National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School

Executive Business Consulting

Executive Business Consulting services were provided by 1 NNDS employee.

Marketing & Branding Consultation:

- Provided leadership and direction for Roll-Out of PA Cyber new branding elements to staff, students, and families
- Rewrote PA Cyber Brand Message Framework
- Provided Boilerplate and other copy for PA Cyber Website and other collateral
- Assisting in the development of PA Cyber 2014-2015 course catalog (complete redesign)
- Wrote three television commercials

Communications:

- Provided leadership consultation and strategy for communicating proposed curriculum, instructional, and technology changes to PA Cyber staff, students, and families
- Assisted in the developing and deployment of messaging to families and the public regarding proposed changes to special education funding to cyber charter schools
- Strategic communications consulting
- Public relations advice

Board Consultation:

- Assisting board in identifying and vetting possible new board members at the request of the Board of Trustees
- Attended board meetings as a representative of NNDS

Curriculum and Instruction Consultation:

- Serving as a consultant and sounding board to the CAO of PA Cyber, particularly in relation to changes in the school's instructional model

Charter Renewal Application:

- Coordinating the writing of PA Cyber charter renewal application, including information and data gathering, assignment of specific tasks to appropriate personnel at both NNDS and PA Cyber, and crafting responses to application questions.

General Business Consulting

Recurring services include financial statement analysis and advice related to: cash flow reporting, banking services coordination, investment management, property and asset management, marketing and branding, recruitment and retention assistance and leadership development services. General business consulting services were provided by 22 NNDS employees.

- Brainhoney and Genius implementations

National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School

ACCESS Coordinator: (75 hours)

- Completed and delivered Medical Practitioner Authorization forms to Dr. Christo. Entered the dates into the EasyTrac system for PA Cyber.
- Created accounts for new therapists
- Updated EasyTrac to ensure all information was up to date and correct
- Updated Related Service Departments student database
- Entered every student's MA eligibility status into student database
- Contacted each student's therapist to notify them if they were to continue entering logs into EasyTrac or not
- Approved service logs for the month of August
- Completed quarterly roster and school year calendar for RMTS.

Accounting Services

Recurring services include general accounting and bookkeeping, financial statement preparation, account reconciliations, and invoice coding, accounts receivable reporting, journal entries, budget monitoring and cash flow projections. Accounting services were provided by 14 NNDS employees.

- Compiled items for Deluzio & Co. Audit Request list
- Legal Confirmation letters for 2013-2014 Audit
- Prepared Charter Renewal Investment Chart
- Worked with Deluzio & Co. on 2013-2014 Title I Single Audit
- Prepared Quarterly Covenant Compliance report for Huntington Bank Line of Credit
- Attended monthly Board Meeting

Technology Services

Recurring services include general consulting and strategic planning, disaster recovery planning and implementation, project management, custom software development, desktop/end-user support, systems engineering, application management, security management, network engineering, device configuration, NOC design-management-hosting, IP telephone support, and general troubleshooting. Technology services were provided by 31 NNDS employees.

- Worked with Margie-Jo Miller to investigate Erie T1 Circuit having connectivity issues
 - Added additional alerts in Solarwinds for both circuits
- Met with PA Cyber and Telephonix to discuss issues with wiring job performed at 735 Midland Ave.
 - Pre-existing patch cables were removed
 - Home run feed for 1st floor data closet was cut
 - Panel was not labeled
- Swapped out network switch UPS on 735 Midland Ave 2nd floor data closet
 - Single existing UPS was overloaded with the addition of extra switches
- Created inventory list of PA Cyber servers currently in Midland Data Center

National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School

Technology Services continued.....

- List was requested and sent to Margie-Jo Miller
- Meeting with Margie-Jo Miller and Engineering team to discuss wireless initiative and proposed technology roadmap
- Investigated various Genius to AD integrations issues regarding email address provisioning for Gmail and O365
 - Most issues have been resolved and the rest are work in progress
- Configured 11 Wireless Access points for Admissions team to use
- Applied Requested SharePoint permissions
- Advanced permissions needed for libraries with inheritance disabled

PaCyber Average and Peak Number of Clients by Access Point - August 2014

Name	Average Number of Clients	Peak Number of Clients
1200_LOWER AP	3	16
617_2ndflr switch	1	14
617_AP	5	31
722_1stFloor AP	9	42
722-2NDFLR AP	8	38
ADMIN_CONF AP	6	49
Allentown_AP	2	25
BANK_AP1	8	53
BANK-AP2	4	45
EastLiberty_AP	1	13

PaCyber Core Availability - August 2014

Node	Average Availability
"PACYBER CORE"	99.89 %

National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School

PaCyber Top 25 Percent Down - August 2014

Node	Percent Down
Admin Canon iR5075	8.49 %
Philly Canon iRC5051	0.60 %
Gym Canon iR5051	0.50 %
Admin Basement Canon iR6075	0.47 %
"735 Midland Ave Core"	0.45 %
652 Canon iR5075	0.40 %
Admin Recpt Canon iR6075	0.21 %
ERIE_AP2	0.19 %
Erie Cisco Router	0.19 %
Erie Canon iRC5051	0.19 %

PA Cyber Student Ticket Count

Incident state	Contact type				Total
	Phone	Chat	Self-service	Email	
Resolved	1	0	2	0	3
Closed	6	1	4	1	12
Total	7	1	6	1	15

National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School

PA Cyber Internal Ticket Count

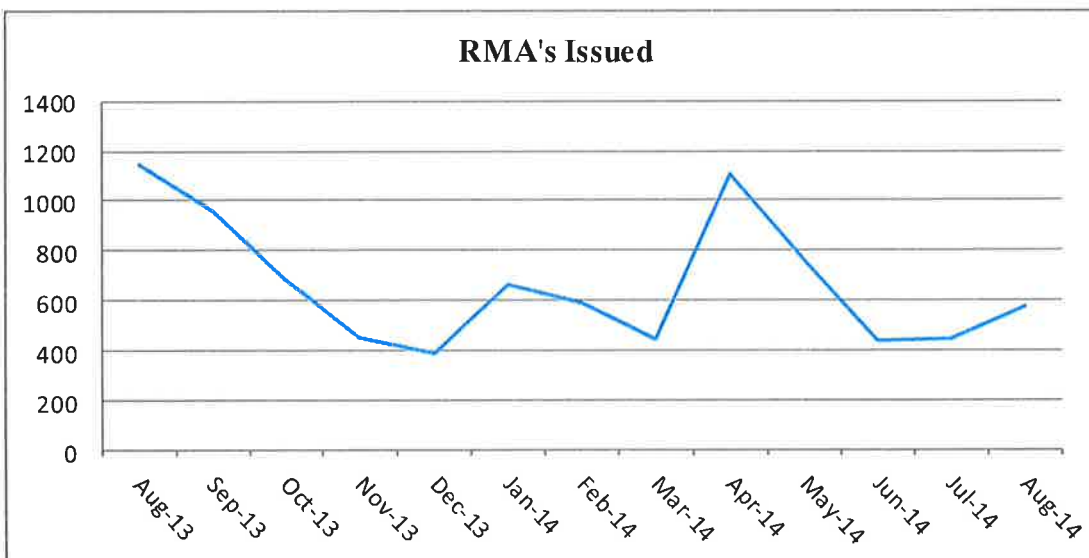
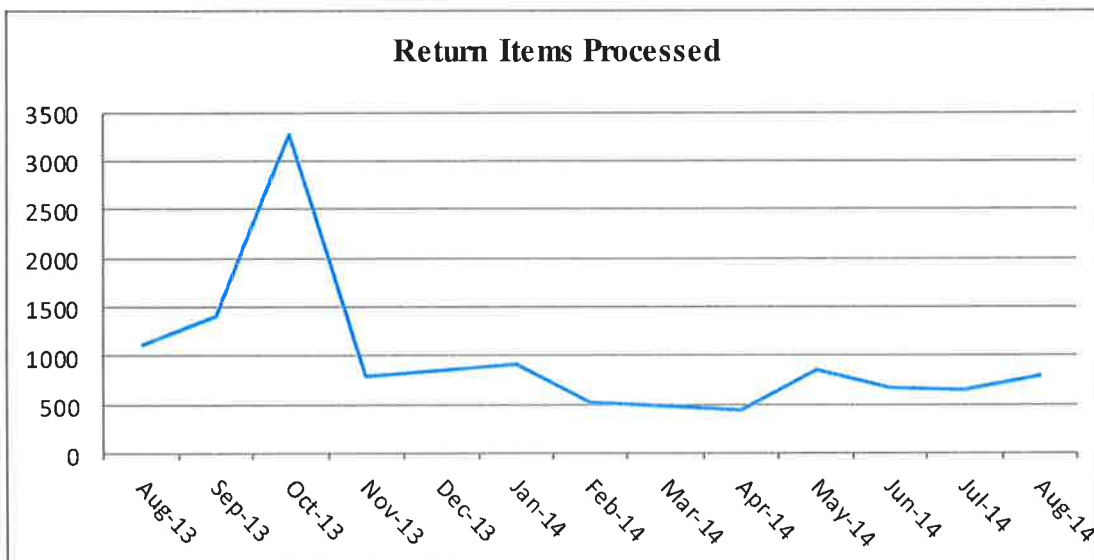
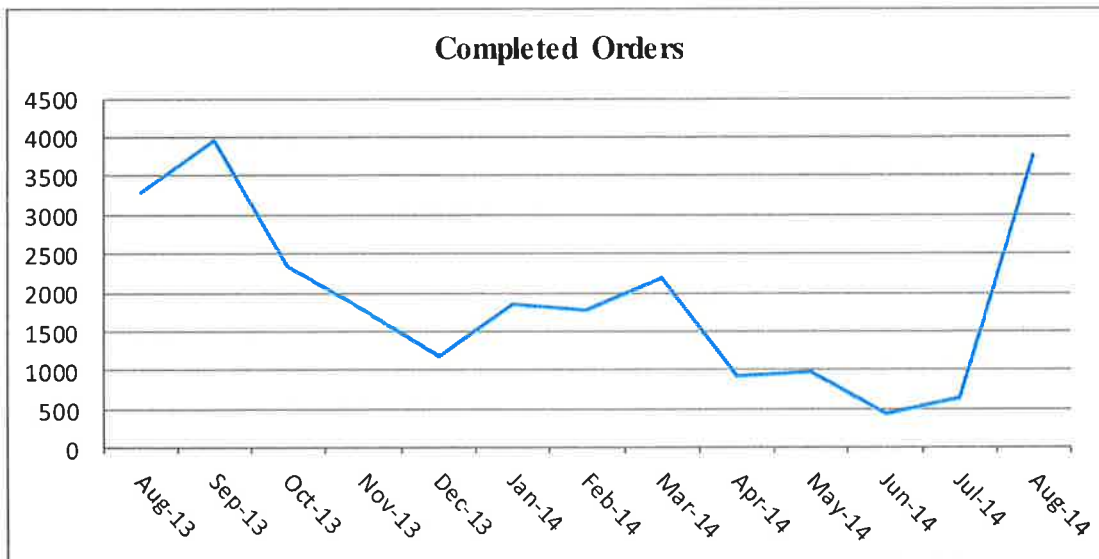
Incident state	Contact type					Total
	Phone	Walk-in	Chat	Self-service	Email	
New	2	15	0	0	2	19
Work In Progress	1	1	1	2	1	6
On Hold	7	15	1	10	1	34
Resolved	81	15	13	66	21	196
Closed	183	66	22	107	26	404
Canceled	4	10	0	1	0	15
Need More Information	0	1	2	4	0	7
Total	278	123	39	190	51	681

Warehouse, Procurement and Reclamation Services

Recurring services include processing student technology equipment orders and returns, tracking inventories of student equipment, receiving returned equipment/materials from families, processing materials and supplies orders for employees, making local deliveries, and coordinating the reclamation of student equipment and materials. NNDS also assists with vendor negotiation to ensure best possible rates, provides physical warehouse space for all above services and manages the software systems and interfaces associated with such. Warehouse, procurement and reclamation services were provided by 15 NNDS employees.

- Processed employee inventory orders
- Tracked employee inventory orders
- Monitored employee inventory levels
- Processed teacher material orders
- Processed teacher orders for student books
- Resolved outstanding issues with order status
- Orders Placed 3,747
- Items Ordered 15,515
- Returns Processed 640
- Returned Items 794
- RMA's Processed 575

National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School



National Network of Digital Schools Monthly Service Report – August 2014

The Pennsylvania Cyber Charter School

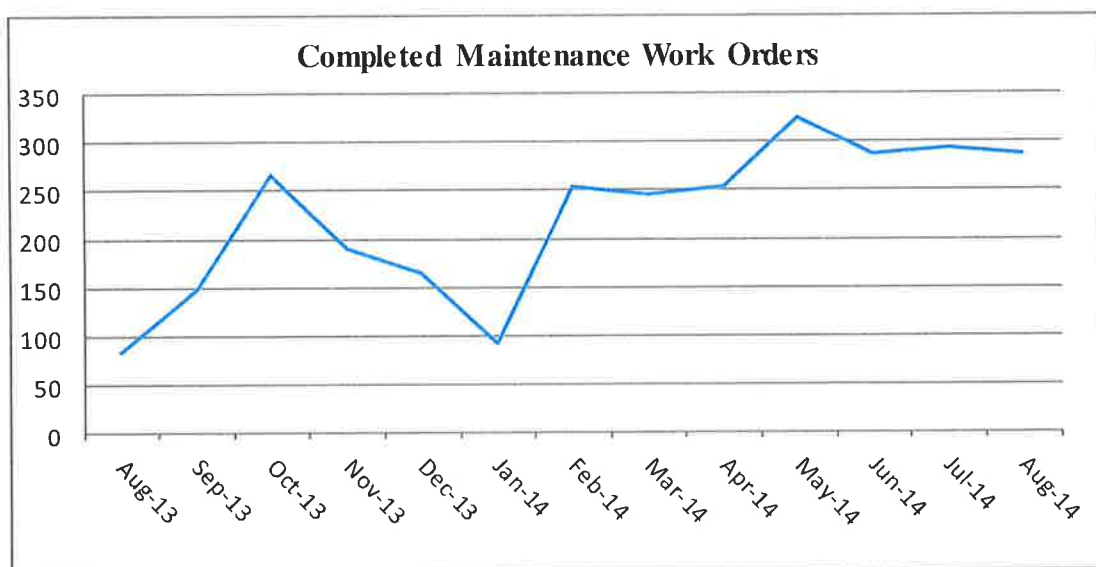
Facilities and Maintenance Services

Recurring services include janitorial services (cleaning equipment and supplies), vehicle maintenance and management, landscaping and grounds, fire and security systems management, project management, maintenance services including professional staff, and telecommunication/network infrastructure installation and repair services. Facilities and maintenance services totaling 1,019 work hours were provided by 49 NNDS employees.

- Completed 288 maintenance work orders
- Completed HVAC and plumbing jobs 76 hours
- Completed miscellaneous jobs, including but not limited to, meetings, hanging items, adjusting doors and travel time 65 hours
- Completed janitorial work 630.5 hours
- Completed grounds work 18 hours
- Completed electrical work 35.5 hours
- Completed painting work 2 hours

SPECIAL PROJECTS

- 28.5 hours were used completing work orders requested for 735 renovations.
- 3 hours were used completing work orders requested for 900 building employee moves
- 160.5 hour was used completing a work order requested for 652 Basement HR Renovations



National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School

Human Resources

Recurring services include extensive new hire processing, including extensive background checks and setting employment terms for candidates, managing employee benefits, providing safety training, maintaining employee database, and leaves. Human resources were provided by 7 NNDS employees.

• New Hires	11
• Employment Verifications	7
• Semi Annual I-9 Audit	54
• FMLA	17
• Prudential Disability	6
• Medical Leave	4
• Unemployment Cases	3

Payroll Services

Payroll services were provided by 2 NNDS employees.

Recurring services include the following:

- Payroll Database Maintenance/Payroll Processing
- Review new hire documents and employee change forms to ensure proper payroll documentation
- Enter pay, deposits, deductions and tax data
- Calculations include: pay rate changes, garnishment deductions, FMLA pay adjustments, timesheets
- Verify and process changes on 403b retirement: new enrollees and withholding changes
- Report Flexible Spending Account deductions to Highmark and client
- Communication/consultation with client and Human Resources on all questions/concerns/discrepancies

EZ Labor Maintenance (Time Management System)

- Assign new employees' login and password information as well as communicate to supervisors
- Maintain changes in security groups; manager and supervisor access levels
- Review/report all timecard discrepancies per pay

National Network of Digital Schools Monthly Service Report – August 2014
The Pennsylvania Cyber Charter School

PSERS reporting

- Enter new employee contracts and verify personal and demographic information
- Verify contribution rates
- Monthly - Reconcile and report all employee PSERS deductions
- Quarterly - review employer statement of accounts and report to accounting department

Special Projects/Meetings/Reports

- Processed 62 New Hires with implementation of payroll onboarding procedures
- Completed the Ohio workers compensation report
- Processed balance of contract PSERS adjustments

See Exhibit A for total Position Count for PA Cyber

Communications

Communications were provided by 2 NNDS employees.

PA Cyber Communications Services Synopsis
August 2014

Service	Topic	Audience	Date
Social media	Facebook Twitter	Internal, External	Daily
Website updates	Family Link events, news releases and student human interest stories	Internal, External	As events and news are generated
Student/staff photographic services	Student and staff events, Flickr site	Internal, external	ongoing
News releases	Student profile STEM 3D printer camp TOM	External (website and PR newswire)	8/1/14 8/21/14 7/31/14
Advertising copy	Chester County Life Morning Call	External	8/6/14 8/20/14
Reporter and media inquiries	various	External	Ongoing

Exhibit A

Position Count

As of August 31, 2014

DEPARTMENT	FT	PT	TOTAL POSITION COUNT		No. New Hires	No. Termed Employees
ACADEMIC TUTORS			0			1
ADMINISTRATIVE SERVICES	10		10			
ADMISSIONS	43	1	44			
ATTENDANCE	8		8			
BUSINESS	8		8			
CHILD ACCOUNTING	4		4			
CURRICULUM	12		12			
CURRICULUM 3-5 ACADEMY	3		3			
CURRICULUM 6-8 ACADEMY	3		3		1	
CURRICULUM 9-12 ACADEMY	5		5		1	
CURRICULUM K-2 ACADEMY	1		1			
ESC Academy #10 Instructional			0			1
EXECUTIVE DIRECTOR SERVICES	9		9			
FEDERAL PROGRAMS	10	46	56			
GIFTED & TALENTED	2		2			
GIFTED & TALENTED 3-5 ACADEMY	2		2		1	
GIFTED & TALENTED 6-8 ACADEMY	1		1			
GIFTED & TALENTED 9-12 ACADEMY	1		1			
GUIDANCE & PUPIL SERVICES	6		6			
GUIDANCE & PUPIL SERVICES 3-5 ACAD	1		1			
GUIDANCE & PUPIL SERVICES 6-8 ACAD	1		1			
GUIDANCE & PUPIL SERVICES 9-12 ACAD	2		2			
Guidance Counselor K-2	1		1			
INSTRUCTION	3		3			1
INSTRUCTION 3-5 ACADEMY	20		20			
INSTRUCTION 6-8 ACADEMY	42		42		4	
INSTRUCTION 9-12 ACADEMY	89		89		30	1
INSTRUCTION K-2 ACADEMY	18		18			
Lanious Academy #07 Instructional	1		1			
NURSE SERVICES	8		8			
PERSONNEL SERVICES	3		0			
PRINCIPAL SERVICES	8		8			
PRINCIPAL SERVICES 3-5 ACADEMY	2		2			
PRINCIPAL SERVICES 6-8 ACADEMY	3		3			
PRINCIPAL SERVICES 9-12 ACADEMY	6		6			
PRINCIPAL SERVICES K-2 ACADEMY	3		3			
PSYCHOLOGICAL SERVICES	3		3			
SPECIAL EDUCATION	19		19		3	
SPECIAL EDUCATION 6-8	18		18			
SPECIAL EDUCATION 9-12	45		45		2	1

Exhibit A

SPECIAL EDUCATION K-5	17		17		1	
Special Ed Acad 11 - CERILLI			0			1
Special Ed Acad 14 - IANNINI			0			1
STUDENT ACHIEVEMENT	9		9			
STUDENT RECORDS	8		8			
STUDENT SERVICES	2		2		1	
STUDENT SUPPORT SERVICES	46	1	47			
SYSTEM WIDE TECHNOLOGY	3		3			
TEMPORARY STAFF		9	9			
VC 7/1 3-5 ACADEMY	8	1	9			
VC 7/1 6-8 ACADEMY	6		6			
VC 7/1 9-12 ACADEMY	17	1	18			1
VIRTUAL CLASS	1	1	2			1
VIRTUAL CLASS 3-5 ACADEMY	19		19			
VIRTUAL CLASS 6-8 ACADEMY	36		36		7	
VIRTUAL CLASS 9-12 ACADEMY	52		52		11	1
VIRTUAL CLASS K-2 ACADEMY	5		5			
Total Count	653	60	710		62	10

Number of Employees Paid:

8/15/2014	665
8/29/2014	707

THE PENNSYLVANIA CYBER CHARTER SCHOOL

ANALYSIS OF MANAGEMENT AGREEMENT WITH
NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION



HERBEIN+COMPANY, INC.

CERTIFIED PUBLIC ACCOUNTANTS

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An association of legally
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Pittsburgh, PA + Greensburg, PA + Reading, PA

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March 26, 2010

W. Tim Barry
W. Timothy Barry & Associates, LLC
200 Fleet Street, 2nd Floor
Pittsburgh, PA 15220

RE: The First Amended and Restated Management Agreement between The Pennsylvania Cyber Charter School and National Network of Digital Schools Management Foundation (the "Agreement")

Dear Mr. Barry:

At your request, Herbein + Company, Inc. ("H+C") was retained to conduct a consulting engagement and to provide a written report (the "Report") to determine if the management fees paid for the fiscal year ended June 30, 2009, per the Agreement, are reasonable in relation to market conditions at that time. To gain an understanding of various services provided by National Network of Digital Schools Management Foundation ("NNDS") to The Pennsylvania Cyber Charter School ("PA Cyber") through the Agreement and to compare such to our market analysis, we performed the following, which are summarized below and described in further detail throughout this Report and in the accompanying Exhibits and Appendices:

Phase I: Data Gathering

1. Reviewed the Agreement to understand the services provided. The Agreement has been included herein as Appendix A and is described in the Background Section of the Report.
2. Interviewed key NNDS personnel and reviewed various written Department Descriptions prepared by those key personnel to understand the scope of the services provided. The Department Descriptions have been reported in Appendix B and excerpts from the interviews are summarized in the Background Section of the Report.
3. Discussed with the appropriate PA Cyber and NNDS personnel the circumstances surrounding "Additional Services" as defined in the Agreement. Summaries of these discussions are contained in the Background Section of the Report.
4. Obtained market information from various traditional Pennsylvania Public School Systems regarding revenue and expenses reported to the Pennsylvania Department of Education. The market information is outlined in Exhibit 1 and in the Public School Analysis Section of the Report. This market information is referred to herein as our "Public School Sample."
5. Obtained market information from the Pennsylvania Department of Education Website regarding revenue and expenses of other cyber schools operating in Pennsylvania. This market information is outlined in Exhibit 3 and in the Cyber School Analysis Section of the Report. This market information is referred to herein as our "Cyber School Sample."

HERBEIN + COMPANY, INC.

One North Shore Center, 12 Federal Street, Suite 300, Pittsburgh, PA 15212
T: 412-392-2345 + F: 412-392-2379 + pittsburgh@herbein.com

Pittsburgh, PA + Greensburg, PA + Reading, PA

Phase II: Analysis

1. Analyzed and modified, to the extent possible, the Public School Sample to enhance its comparability with PA Cyber. This analysis is presented in Exhibit 2.
2. Analyzed and modified, to the extent possible, the Cyber School Sample to enhance its comparability with PA Cyber. This analysis is presented in Exhibit 3.

Phase III: Conclusion

1. Based upon the work conducted in Phases I and II, we conclude that the management fees paid for the fiscal year ended June 30, 2009, per the Agreement, are reasonable in relation to market conditions at that time.

This conclusion is subject to the Statement of Assumptions and Limiting Conditions found in Appendix D.

It has been our pleasure to conduct this engagement for W. Timothy Barry & Associates, LLC. If you require any additional assistance in this matter, please contact us.

Sincerely,



Herbein + Company, Inc.

BACKGROUND

The Agreement

The Agreement is effective as of July 1, 2007 and names NNDS as the “Manager” and PA Cyber as the “School.” The Manager and the School are sometimes referred to as a “Party” and collectively as the “Parties.” Article 1 of the Agreement outlines the services to be provided as follows:

(a) The Manager shall engage and maintain technical and administrative personnel for the purpose of providing the services hereunder, and the Manager shall perform and render management, administrative, consulting and other services to the School as may be required by the School to conduct properly its business, including the following:

(i) providing general business advice about the operation and management of the School and its resources;

(ii) negotiating and entering into such agreement, on behalf of the School, but only with the approval of the Board of Directors of the School, to carry out and implement the purposes of the School;

(iii) fulfilling the School’s obligations under its agreements with third parties;

(iv) maintaining the principal financial and business records of the School and books of account of the School;

(v) assisting the School in establishing and maintaining the accounting policies of the School and consulting with professionals in connection therewith;

(vi) providing such assistance to the School, and the legal counsel and auditors of the School, as generally may be required to carry on the business and operations of the School in compliance with applicable law;

(vii) providing human resources services, including the negotiation and implementation of health insurance coverage and other fringe benefits, but the Manager will have no authority to hire or terminate School employees, which authority to hire and terminate School employees is reserved to the Board of Directors of the School;

(viii) marketing of the School for purposes of increasing student enrollment;

(ix) providing professional development and quality assurance services;

(x) providing procurement, shipping and receiving, materials handling and inventory, and transportation services;

(xi) providing physical plant maintenance services;

(xii) providing information technology services;

(xiii) doing all that is necessary or desirable in connection with the foregoing or otherwise contemplated by the Agreement.

(b) If the School requests services from the Manager that are not within the scope of Services set forth above (“Additional Services”), then the Parties will negotiate, and if they agree, execute an addendum to this Agreement, which will describe the Additional Services that are to be performed by the Manager on behalf of the School and fees that will be paid by the School to the Manager, therefore (the “Addendum”). The Addendum will also include, if appropriate, any costs in connection with the Additional Services for which the School will reimburse the Manager.

(c) The Manager shall provide the Services and perform its obligation hereunder in good faith, in a diligent and timely manner.

(d) In performing the Services on behalf of the School, the Manager will have reasonable access to the use of all property and equipment of the School, including intellectual and other intangible property, subject to the provisions of Article 4 below. (Note this Article refers to confidential information and was not reproduced here in the Report.) In addition, the Manager will have the right to lease at fair market value all available property and equipment of the School.

The School shall pay the Manager for the Services monthly in arrears. On the last business day of each month, a management fee equal to 12 percent of the total gross revenues received by the School during the preceding month from whatever source, including, but not limited to, all revenues received by the School from the Commonwealth of Pennsylvania from school districts located within the Commonwealth of Pennsylvania, and from any other source, except interest or revenue from investments or gifts or endowments (collectively, the “Management Fee”).

NNDS Departments and Personnel

The following is a summary of the Departments and the corresponding Department Leaders. Each Department Leader prepared a detailed description (i.e., the “Department Descriptions”) of the services they provide through their respective departments to PA Cyber. The Department Descriptions are reproduced in Appendix B. We have provided a summary of those details below along with additional items obtained during our interviews with the Department Leaders.

Department		Leader
1.	Business	George Pacinda
2.	Accounting	Dale Cottrill
3.	Technology	Brett Geibel
4.	Warehouse	Jen Geibel
5.	Facilities and Maintenance	Dave Vuckovich
		Mike Patterson
6.	Human Resources	Mimi Wilson

Business

George Pacinda and the employees of the Business Department provide a variety of services to PA Cyber. George contends that 80 percent of his time and his staff's time are spent on PA Cyber related projects. The services provided by the department include the following:

- + Financial Consulting
- + Property and Asset Management
- + General Contract Negotiation
- + Marketing
- + Professional and Leadership Development
- + Student Assistance
- + Other Business

Accounting

NNDS contracts with Cottrill, Arbutina & Associates, P.C., Certified Public Accountants to provide accounting services to PA Cyber through NNDS. Dale Cottrill is the Department Leader. Dale and his staff provide the following services:

- + General Accounting and Bookkeeping
- + Financial Statement Preparation and Year/Month-End Processing
- + Accounting Policy Advice and Maintenance
- + Compliance
- + Special Projects

Technology

Brett Geibel is the Department Leader who supervised a staff of 2 network system engineers, 8 desktop support staff, and 3 to 4 outside consultants used by NNDS for PA Cyber projects. NNDS's services rendered to PA Cyber focuses on the infrastructure that touches everyone in the PA Cyber organization (teachers, administrators, etc.) as opposed to the student technology issues that are handled by PA Cyber employees. The Technology Department provides the following services:

- + General Consulting and Strategic Planning
- + Disaster Recovery Planning and Implementation
- + Project Management
- + Custom Software Development
- + Desktop/End-User Support
- + Systems Engineering
- + Application Management
- + Security Management
- + Network Engineering
- + Change Management
- + Device Configuration
- + NOC Design, Management and Hosting
- + IP Telephony Support
- + Development/Update/Management Website
- + Install/Manage/Troubleshoot Connections with Video Distance Learning Equipment

Warehouse

NNDS owns a 30,000 square-foot warehouse that it uses to serve PA Cyber and its other customers. NNDS employs approximately 15 staff who work at the warehouse. Jen Geibel is the Department Leader and she indicated that at least 50 percent of her time and 100 percent of the staff's time is spent providing services to PA Cyber. When a student enrolls in a PA Cyber program, an order for equipment and materials is placed through the NNDS system. The items needed for that student (laptop computer, course material, other supplies, etc.) are shipped to that student within 24 hours. The NNDS system then tracks the equipment (which is owned by PA Cyber and used by student) via its inventory system. The postage is paid for by PA Cyber. Jen and her staff provide the following services:

- + Student Course Material Orders
- + Student Technology Equipment Orders
- + Student Equipment Inventory Tracking
- + Returned Equipment/Materials from Families
- + Employee Course Material/Technology Orders
- + Technology and Office Supplies Inventory
- + Local Delivery
- + Reclamation
- + Other

Facilities and Maintenance

Dave Vuckovich and Mike Patterson are the Department Leaders for this department. They supervise approximately 40 employees. They also provide services to PA Cyber and the 10 buildings that PA Cyber owns. This department provides the following services:

- + Janitorial
- + Vehicle Management
- + Landscaping and Grounds
- + Fire and Security Systems
- + Project Management
- + Maintenance and Professional Staff
- + Comprehensive Facility Operations Services for Buildings
- + Consultant Services for Various Projects
- + Furniture Fit-Out Services
- + Telecommunications/Network Infrastructure

Human Resources

The NNDS Human Resources Department includes approximately 9 employees supervised by Mimi Wilson, Department Leader. The department maintains the personnel files and handles all of PA Cyber's personnel needs for approximately 500 employees. Mimi and her staff provide the following services:

- + New Hire Processing
- + Ongoing Employee Services/Daily Duties
- + Termination Services
- + Payroll Services

Additional Services

During our interviews with key NNDS personnel, we discussed how the relationship between NNDS and PA Cyber exists in a manner that promotes constant communication, service, and expectation. However, the scope of the Agreement can sometimes be difficult to analyze on a day-to-day basis and for times when “projects” are needed. For example, NNDS is to provide information technology services to PA Cyber, including the system that produces PA Cyber’s billing which generates its revenue. PA Cyber wanted to enhance their billing process, which eventually necessitated a complete re-work of the billing system. NNDS researched all the possible changes, made a recommendation to PA Cyber and worked with various vendors to implement the new system. In this example, all of the NNDS time and expenses were considered to be within the scope of the Agreement, yet a lot of what was involved in this project was beyond daily function.

As mentioned previously in this Report, if PA Cyber requests services from NNDS that are not within the scope of the services set forth in the Agreement, then according to the Agreement, PA Cyber and NNDS will negotiate and if they agree, will execute an addendum to the Agreement which will describe the non-scope services that are to be provided by NNDS and the related fee arrangement.

PUBLIC SCHOOL ANALYSIS

Introduction

Herbein + Company, Inc. performs financial statement audit services to approximately 20 school districts located in Pennsylvania. Through our work serving these school districts, we have obtained an expertise in understanding the accounting and reporting process.

School districts in Pennsylvania (i.e., Public Schools) as well as Charter Schools (including Cyber Schools) are required to complete the Annual Financial Report (i.e., the "AFR") prescribed by the Pennsylvania Department of Education. All schools required to file the AFR are required to follow the *Manual of Accounting and Financial Reporting for PA Public Schools*. This manual includes a prescribed Chart of Accounts with accompanying explanations of where transactions and events should be recorded. This cover page to this manual has been reproduced in Appendix C.

We obtained the AFRs for 10 of the Public Schools we represent (i.e., "Public School Sample"), plus the AFR prepared by PA Cyber for the fiscal year ended June 30, 2009. We used those AFRs in an analysis described below and in Exhibit 1.

The management fee paid by PA Cyber to NNDS is posted entirely to Account #2500-300, Business Services - Purchased Professional and Technical Services. The total management fee is not allocated to any other accounts in the Chart of Accounts. Through discussion with PA Cyber's accounting staff and analysis of the services provided by NNDS, we determined that if the management fee were to be allocated to additional accounts, it would be allocated to Account #2300-000, Administrative Services, Account #2500-000, Business Services, and Account #2600-000, Operation and Maintenance of Plant Services. Therefore, we compiled from our Public School Sample all the costs incurred and charged to the following accounts:

Account #	Account Description
2300-000	Administrative Services
2500-000	Business Services
2600-000	Operation and Maintenance of Plant Services

Administrative Services (Account Series #2300-000):

Expenses that are to be recorded here include those concerned with establishing and administering policies in connection with operating a school. We have listed below some of the categories of items found in this account group.

- + *Staff Relations and Negotiation Services* - those activities concerned with staff relations and contractual negotiations.
- + *Legal and Accounting Services* - includes legal and accounting services provided to the school by law firms, its solicitor, and its auditing firm.

- + *Office of the Superintendent/Executive Director* - the activities performed by the superintendent, executive director and such assistants as deputy, associate, and assistant superintendents and executive directors, in general direction and management of the affairs of the school.
- + *Office of the Principal Services* - those activities concerned with directing and managing the operation of a particular school. It includes the activities performed by the principal, assistant principals, and other assistants in general supervision of all operations of the school, evaluation of the staff members of the school, assignment of duties of staff members, supervision and maintenance of the records of the school, and coordination of school instructional activities.

Business Services (Account Series #2500-000):

This account series contains expenses concerned with paying, transporting, exchanging, and maintaining goods and services for the school. This includes fiscal and internal services necessary for operating the school. We have listed below some of the categories of items found in this account group.

- + *Fiscal Services* - this function includes budgeting, receiving and disbursing (i.e., current audit receipts, the pre-audit of requisitions or purchase orders to determine whether the amounts are within the budgetary allowances and to determine that disbursements are lawful expenditures of the school), financial and property accounting, payroll, inventory control, internal auditing and funds management.
- + *Purchasing Services* - the activities of purchasing supplies, furniture, equipment and materials used in school and school system operations.
- + *Warehousing and Distributing Services* - the activities of receiving, storing, and distributing supplies, furniture, equipment, materials, and mail.

Operation and Maintenance of Plant Services (Account Series #2600-000):

Expenses recorded here are concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings and equipment in effective working condition and state of repair. This includes the purchase of original or replacement equipment used to maintain buildings and grounds, as well as routine (ordinary and necessary) costs incurred to maintain safety and operational efficiency of buildings and grounds.

- + *Supervision Services* - the activities of directing, managing and supervising the operation and maintenance of school plant facilities.
- + *Building Services* - it includes operating the heating, lighting and ventilating systems, and repair and replacement of facilities and equipment. Also, included are costs of building rental and property insurance.
- + *Grounds Services* - the activities of maintaining land and its improvements other than buildings. It includes snow removal, landscaping, grounds and roadway maintenance.
- + *Equipment Services* - the activities of maintaining, in good condition, equipment owned or used by the school. It includes such activities as servicing and repairing furniture, machines and movable equipment.

We then compared these costs to the total revenue from each school district to determine a percentage relation of such costs to total revenue. We analyzed the results of our Public School Sample and noted that these costs ranged from a low of 14.91 percent to a high of 19.22 percent of revenue with an average of 16.45 percent. We then compared PA Cyber's AFR to our Public School Sample and noted that PA Cyber's percentage of 20.45 percent was approximately 4.0 percent higher.

Through our experience in serving Public Schools and our discussions with certain personnel employed by PA Cyber and NNDS, we identified certain inherent differences between Public Schools and Cyber Schools. We applied this experience and understanding to our analysis by adjusting these preliminary results for such inherent differences. We consider these adjustments to be normalization adjustments. The normalization adjustments are described in detail below and in Exhibit 2. Exhibit 2 illustrates how 20.45 percent is adjusted to 17.42 percent.

Normalization Adjustments

Introduction/Background Information

In order to begin the normalization process, we obtained an understanding of details of the underlying expenses that PA Cyber was incurring and posting to these accounts. This process included working with the NNDS accounting personnel to understand the expenses incurred by PA Cyber from both the Management Services and from/with other parties. For example, PA Cyber maintains some personnel on its accounting and business office staff that are employees of PA Cyber and the costs of such employee salary and benefits are recorded to Account #2500-100, etc. while through its Agreement with NNDS, is provided with more accounting and business office staff, the cost of which is included in Account #2500-300. We were able to gain an understanding of the types of expenses included in these accounts in the PA Cyber accounting system.

We then compared our understanding of the types of expenses included in the PA Cyber balances for these accounts with our understanding of the types of expenses included in the balances of our Public School Sample. This comparison highlighted that the following normalization adjustments needed to be made.

General Explanation - We worked with the NNDS Accounting Department to gain an understanding of the number of employees NNDS maintains and the portion of those employees that are participating in providing management services to PA Cyber. This understanding was then supported by illustrations prepared by NNDS's accounting personnel. We used this illustration and other information obtained from our discussions with NNDS to continue our comparison with Public Schools. This continuation of our analysis was not intended to quantify an exact number of employees that it takes to serve a function for PA Cyber compared to a Public School but rather to explain with a numeric illustration how the inherent differences previously mentioned can be quantified in our analysis.

1. *Admissions Department* - PA Cyber incurs costs associated with its Admissions Department while our Public School Sample does not. Therefore, we removed the entire cost of PA Cyber's Admissions Department from the total costs in our analysis. The Admissions Department expenses are recorded in function 2382. This includes salaries, fringe benefits and all other department expenses.
2. *Legal Expenses* - PA Cyber trends a higher percentage than our Public School Sample due to statewide geography and legislative issues pertaining specifically to charter schools. The legal expenses are recorded in function 2350. Therefore, we have adjusted the total cost in our analysis.

3. Communications/Publications/Marketing - PA Cyber employs a Communications Director and an Administrative Assistant for that department while our Public School Sample does not. PA Cyber also incurs costs to promote awareness and enrollment while our Public School Sample does not. Therefore, the entire amount of these costs were removed in our analysis.
4. Classification Adjustments - PA Cyber coded certain expenditures into the Business Services function that our Public School Sample reflected in a different function level. Therefore, we have removed the totals of these classifications from our analysis.
5. Shipping/Warehouse/Reclamations - PA Cyber incurs significant costs relative to shipping laptops, supplies, etc. to the students across Pennsylvania and collecting those items upon student graduation or withdrawal, whereas our Public School Sample does not. Therefore, we have removed such related costs from our analysis.
6. Principals - Our Public School Sample outlines the costs that Public Schools incur to employ principals, assistant principals, and administrative staff for the principals to oversee the activity at the school facilities. Certain inherent differences in the delivery of the education process between those schools in our Public School Sample and PA Cyber causes PA Cyber to employ a different mix of personnel like academy leaders to provide the role of a principal in a traditional public school. These inherent differences produce a different level of costs for these personnel when compared to the Public School Sample. To make the proper normalization adjustment, we compared the salaries classified in Account # 2380-000, Office of the Principal Services, for both our Public School Sample and PA Cyber that relates to the principal functions (i.e., removed the Admissions Department costs from PA Cyber's total) and noted that PA Cyber's total costs were 1.03 percent lower than our Public School Sample. When this percentage difference is applied to PA Cyber's total revenue, the result is a normalization adjustment of \$826,168.
7. HR/Personnel - PA Cyber maintains a separate and distinct HR/Personnel Department, which employs more NNDS personnel than is typical with the Public School Sample due to having more employees and more students and having the logistical challenges of maintaining multiple office locations and enrolling students throughout the state. Therefore, adjustments have been made to factor these additional responsibilities.
8. Accounting - NNDS employs 7 accounting professionals and provides all 7 employees to PA Cyber in addition to the accounting clerical staff employed directly by PA Cyber. When we compared this arrangement with our Public School Sample, we concluded we need to reduce PA Cyber's expenses by \$312,500.
9. Facilities and Maintenance - Our Public School Sample outlines the costs that Public Schools incur to maintain their facilities. As mentioned previously, certain inherent differences exist in the delivery of the education process between those schools in our Public School Sample and PA Cyber. This is also evident in maintenance related expenses.

PA Cyber does not record any expense in Account #2600-100, Salary Expense Maintenance, since all of its maintenance personnel are provided through the Agreement by NNDS and the entire Agreement expense is posted to Account #2500-300. However, we know from our discussions with both PA Cyber and NNDS accounting personnel that NNDS provides approximately 40 maintenance personnel to PA Cyber. We applied salary estimates and percentage time devoted to PA Cyber to determine that approximately \$1,200,000 would be spent on such personnel. Therefore, for purposes of this adjustment, we allocated \$1,200,000 to Account #2600-100 for PA Cyber.

To complete the normalization adjustment, we compared the total salary cost classified in Account #2600-100, Maintenance Salaries, for both our Public School Sample and PA Cyber and noted that PA Cyber's total costs were 2.24 percent lower than our Public School Sample. When this percentage difference is applied to PA Cyber's total revenue, the result is a normalization adjustment of approximately \$1,800,000. A reduction of \$60,000 was needed from the \$1,800,000 since PA Cyber does employ two custodians at its Philadelphia and Harrisburg locations at a total of \$60,000. The resulting normalization adjustment, therefore, is \$1,735,641.

10. Technology - NNDS employs approximately 10 technology personnel and provides approximately 8 of those employees to PA Cyber. These NNDS employees are mostly responsible for those functions impacting the nonstudent processes maintained by PA Cyber (i.e., the student technology needs are covered by PA Cyber employees). When we compared this arrangement to our Public School Sample, we concluded we need to reduce PA Cyber's expenses by \$340,000.
11. Warehouse/Reclamation - NNDS employs 15 individuals to staff its warehouse. All of these employees provide service to PA Cyber via the Agreement. Also, NNDS employs 5 individuals for the purpose of student computer reclamation. No such warehouse or reclamation process exists in Public Schools. Therefore, we reduced PA Cyber's expenses by \$450,000 for warehousing and \$156,000 for reclamation for a total adjustment of \$606,000.
12. Media/Legislative/Public Relations - NNDS employs two individuals to handle public relations, media coordination and legislative services for PA Cyber. Such costs are not incurred by the schools in the Public School Sample. Therefore, we have reduced PA Cyber's expenditures by \$243,200 for these costs.

Conclusion on Public School Analysis

After considering the above-referenced normalization adjustments, PA Cyber incurred \$13,998,355 in administrative, business, and operations and maintenance services or 17.42 percent of its total revenue compared to 16.45 percent from the Public School Sample. By using a 10 percent range of reasonableness factor, we increased the Public School Sample percentage to 18.10 percent, which is .68 percent above the PA Cyber percentage. The results of this analysis provided the basis for the conclusion found on page 14.

CYBER SCHOOL ANALYSIS

Introduction

As previously mentioned, cyber schools operating in Pennsylvania are required to complete the Annual Financial Report (i.e., the "AFR") prescribed by the Pennsylvania Department of Education (i.e., the "PDE"). We reviewed the PDE Website and noted that it contained revenue and expense data by Summary AFR Code for many schools, including cyber schools operating in Pennsylvania. We compiled the revenue data from five cyber schools along with the expense totals for select 2000-xxx Series Accounts which represent the same support and administrative expenses used in our Public School Analysis and we considered this to be our Cyber School Sample:

Account #	Account Description
2300-000	Administrative Services
2500-000	Business Services
2600-000	Operation and Maintenance of Plant Services

We then compared these costs to the total revenue for each cyber school in our Cyber School Sample to determine a percentage relation of such costs to total revenue. We analyzed the results of compiling our Cyber School Sample and noted that these costs ranged from a low of 9.40 percent to a high of 25.48 percent of revenue with an average of 22.29 percent. We then compared PA Cyber's revenue and selected expense account series to our Cyber School Sample and noted that PA Cyber's preliminary percentage of 23.85 percent was 1.56 percent higher.

As of the date of this Report, the PDE has not yet posted the AFR's for any schools for the fiscal year ended June 30, 2009. Therefore, we used the data for the Cyber School Sample and from PA Cyber for the fiscal year ended June 30, 2008.

The Cyber School Sample and the comparison to PA Cyber is outlined in Exhibit 3.

Normalization Adjustments

We know from our discussions with both PA Cyber and NNDS accounting personnel that PA Cyber incurred a significantly larger than usual legal expense that needed to be removed through the normalization process as a non-recurring item. PA Cyber routinely incurs legal expenses but not that large. The total of this adjustment, as outlined in Exhibit 3, was \$825,282.

Conclusion on Cyber School Analysis

When we compare PA Cyber's adjusted percentage of 22.69 percent to our Cyber School Sample, we noted that such percentage was within .40 percent of the Cyber School Sample. The results of this analysis provided the basis for the conclusion found on page 14.

CONCLUSION

Herbein + Company, Inc. ("H+C" or "We") was retained to conduct a consulting engagement and to provide a written report (the "Report") to determine if the management fees paid for the fiscal year ended June 30, 2009, per The First Amended and Restated Management Agreement between The Pennsylvania Cyber Charter School and National Network of Digital Schools Management Foundation (the "Agreement"), are reasonable in relation to market conditions at that time. Based on the analysis conducted and described in the Report, we conclude that the management fees paid for the fiscal year ended June 30, 2009, per the Agreement, are reasonable in relation to market conditions at that time.

SCHEDULE OF EXHIBITS

	Exhibit
PUBLIC SCHOOL ANALYSIS	1
NORMALIZED PUBLIC SCHOOL ANALYSIS	2
CYBER SCHOOL ANALYSIS	3

SCHEDULE OF APPENDICES

	Appendix
MANAGEMENT AGREEMENT	A
DEPARTMENT DESCRIPTIONS	B
COVER PAGE - CHART OF ACCOUNTS MANUAL	C
STATEMENT OF ASSUMPTIONS AND LIMITING CONDITIONS	D
SOURCES OF INFORMATION	E

Exhibit 2
Public School Analysis
Normalization Adjustments
For The Fiscal Year Ended
June 30, 2009

Account Series # Account Series Description	PA Cyber		Public School Sample	
	Total Balance	Percent Of Revenue	Total Balance	Percent Of Revenue
Revenue	\$80,346,446	100.00%	\$44,095,248	100.00%
2300 Administrative Services	\$3,227,429	4.02%	\$2,432,898	5.52%
2500 Business Services	12,653,111	15.75%	661,809	1.50%
2600 Operation & Maintenance of Plant Services	547,180	0.68%	4,159,109	9.43%
Total Selected Expense Accounts	\$16,427,720	20.45%	\$7,253,816	16.45%
Admissions Department	\$ (939,508)			
Legal Expenses	(73,890)			
Communications/Publications/Marketing	(1,622,457)			
Classification Adjustments	(233,592)			
Shipping/Warehouse/Reclamations	(449,577)			
Principals	826,168			
HR/Personnel	(170,450)			
Accounting	(312,500)			
Facilities and Maintenance	1,735,641			
Technology	(340,000)			
Warehouse/Reclamations	(606,000)			
Media/Legislative/Public Relations	(243,200)			
Normalized Selected Expense Accounts	\$13,998,355	17.42%	\$7,253,816	16.45%
Expanded for Range of Reasonableness				
Public School Percentage				16.45%
Range of Reasonableness (10% Plus or Minus)				110.00%
Adjusted/Reasonable Range Public School Percentage				18.10%

PA CYBER
PA CYBER SCHOOL ANALYSIS
BASED ON THE AFR
JUNE 30, 2008



	NUMBER 1 AMOUNT	%	NUMBER 2 AMOUNT	%	NUMBER 3 AMOUNT	%	NUMBER 4 AMOUNT	%	NUMBER 5 AMOUNT	%	AVERAGE PERCENT OF AMOUNT REVENUE	PA CYBER SCHOOL AMOUNT	%
Revenue	\$6,450,831	100.00%	\$1,636,281	100.00%	\$4,630,911	100.00%	\$34,474,566	100.00%	\$1,751,219	100.00%	\$ 9,788,762	100.00%	\$ 71,353,942 100.00%
2300 Administration	835,161	12.95%	9,647	0.59%	1,038,066	22.42%	6,412,726	18.60%	314,197	17.94%	1,721,959	17.60%	4,248,250 5.95%
2500 Business	369,708	5.73%	124,753	7.62%	0	0.00%	732,626	2.13%	78,128	4.46%	261,043	2.60%	11,486,980 16.10%
2600 Operations & Maintenance of Plant	261,600	4.06%	19,397	1.19%	0	0.00%	657,381	1.91%	53,923	3.08%	198,460	2.09%	1,282,715 1.80%
TOTAL OF SELECTED ACCOUNTS	\$1,466,470	22.73%	\$153,797	9.40%	\$1,038,066	22.42%	\$7,802,733	22.63%	\$446,249	25.48%	\$2,181,462	22.29%	\$17,017,945 23.85%
												Less: Normalized for Legal Settlement	(825,282)
												Normalized Total	\$16,192,663 22.69%

Appendix A: Management Agreement

FIRST AMENDED AND RESTATED MANAGEMENT AGREEMENT

This FIRST AMENDED AND RESTATED MANAGEMENT AGREEMENT (this "Agreement"), is effective as of July 1, 2007 (the "Effective Date"), by and between Pennsylvania Cyber Charter School, a Pennsylvania non-profit corporation and public school chartered by the Pennsylvania Department of Education (the "School"), and National Network of Digital Schools Management Foundation, a Pennsylvania non-profit corporation (the "Manager"), amends and restates in its entirety that certain Management Agreement between the School and the Manager, dated as of August 26, 2005 (the "Original Agreement"). The Manager and the School are sometimes referred to herein as a "Party" and collectively as the "Parties."

WHEREAS, the Parties previously entered into the Original Agreement in 2005;

WHEREAS, the School has experienced significant unanticipated growth;

WHEREAS, the Parties are better able, based upon experience since 2005, to describe and specify the Services as set forth in Article I below, and the Parties desire to update this Management Agreement to better reflect the scope of Services which the Manager is providing to the School pursuant to this Agreement;

WHEREAS, when the Parties entered into the Original Agreement, the School purchased most of its curriculum from third parties, and the Parties did not contemplate at that time the scope of curriculum development that has been undertaken by the Manager;

WHEREAS, starting in 2006, the Manager has taken over all Lincoln Interactive curriculum development responsibility and the School is no longer using any Lincoln Interactive curriculum which was developed prior to 2006;

WHEREAS, the Manager has expended significant resources and funds on curriculum development, more than was contemplated by the Parties at the time of the Original Agreement;

WHEREAS, the School has avoided the expenditure of significant amounts of money using curriculum developed by the Manager in lieu of developing its own curriculum and/or purchasing its curriculum from third parties and will continue to avoid such expenditures if it continues to use curriculum developed by the Manager;

WHEREAS, the School no longer incurs the development and other costs associated with owning and maintaining any curriculum, including the Lincoln Interactive Curriculum (the "Curriculum");

WHEREAS, the School has determined that its ability to attract students will be increased if the Lincoln Interactive brand is enhanced and the use of Lincoln Interactive Curriculum is broadened;

WHEREAS, the School has determined that curriculum development and maintenance is not compatible with the School's core mission of providing education services to Pennsylvania students;

NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION

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APPENDIX A

WHEREAS, the School has determined that it is in best interest of the School to enable the Manager to develop and expand the Lincoln Interactive brand;

WHEREAS, the Parties desire to define the Manager's rights to use the Lincoln Interactive name and associated trademarks in recognition of the Manager's development expenditures and activity to date, anticipated continued Curriculum development activity, the interest of the School in promoting the Lincoln Interactive brand and broadening the use of the Lincoln Interactive Curriculum, and the interest of the School in focusing on its core mission.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which is acknowledged, the Parties agree as follows:

1. Services.

(a) The Manager shall engage and maintain technical and administrative personnel for the purpose of providing the services hereunder, and the Manager shall perform and render management, administrative, consulting and other services to the School as may be required by the School to conduct properly its business, including the following:

(i) providing general business advice, about the operation and management of the School and its resources;

(ii) negotiating and entering into such agreements on behalf of the School, but only with the approval of the Board of Directors of the School, to carry out and implement the purposes of the School;

(iii) fulfilling the School's obligations under its agreements with third parties;

(iv) maintaining the principal financial and business records of the School and books of account of the School;

(v) assisting the School in establishing and maintaining the accounting policies of the School and consulting with professionals in connection therewith;

(vi) providing such assistance to the School, and the legal counsel and auditors of the School, as generally may be required to carry on the business and operations of the School in compliance with applicable law;

(vii) providing human resources services, including the negotiation and implementation of health insurance coverage and other fringe benefits, but the Manager will have no authority to hire or terminate School employees, which authority to hire and terminate School employees is reserved to the Board of Directors of the School;

(viii) marketing of the School for purposes of increasing student enrollment;

- (ix) providing professional development and quality assurance services;
- (x) providing procurement, shipping and receiving, materials handling and inventory, and transportation services;
- (xi) providing physical plant maintenance services;
- (xii) providing information technology services;
- (xiii) doing all that is necessary or desirable in connection with the foregoing or otherwise contemplated by this Agreement.

(b) If the School requests services from the Manager that are not within the scope of Services set forth above ("Additional Services"), then the Parties will negotiate, and if they agree, execute an addendum to this Agreement, which will describe the Additional Services that are to be performed by the Manager on behalf of School and fees that will be paid by the School to the Manager therefor (the "Addendum"). The Addendum will also include, if appropriate, any costs in connection with the Additional Services for which the School will reimburse the Manager.

(c) The Manager shall provide the Services and perform its obligations hereunder in good faith, in a diligent and timely manner.

(d) In performing the Services on behalf of the School, the Manager will have reasonable access to the use of all property and equipment of the School, including intellectual and other intangible property, subject to the provisions of Article 4 below. In addition, the Manager will have the right to lease at fair market value all available property and equipment of the School.

2. Management Fees and Costs; Payment.

(a) The School shall pay the Manager for the Services monthly in arrears, on the last business day of each month, a management fee equal to 12% of the total gross revenues received by the School during the preceding month from whatever source, including, but not limited to, all revenues received by the School from the Commonwealth of Pennsylvania, from school districts located within of the Commonwealth of Pennsylvania, and from any other source, except interest or revenue from investments or gifts or endowments (collectively, the "Management Fee").

(b) If, as a result of a change of Pennsylvania law, the funding which the School receives from the Commonwealth of Pennsylvania or Pennsylvania school districts is materially changed, then the Parties agree that they will meet within 10 days of the date of the change in law to renegotiate a fair and equitable adjustment to the 12% management fee, if necessary, based upon any material changes in the School's funding.

(c) The School shall provide to the Manager a monthly report, including supporting documentation, on the date that the Management Fee payment is due, showing the total gross

revenues received by the School during the preceding month. The School shall remit to the Manager, in conjunction with that report, the Management Fee. The School shall retain all documentation related to its gross revenues for no less than five years after the receipt of those revenues. The Manager may, upon reasonable notice to the School, and from time to time during the Term and for a period of five years thereafter, inspect, copy and audit all of the School's books and records, including all documentation related to gross revenues received by the School (each an "Audit"). The Manager will be responsible for all costs and expenses incurred in connection with any Audit, except the School shall provide access to its books, records, and personnel to the Manager (or a third party auditor hired by the Manager) at no cost to the Manager to assist with any inspection or audit.

(d) If payment of any undisputed amount is not made within 60 days of the due date, interest will accrue at a rate of 8% per year pro rated based on a 365 day year.

(e) If the School contends in good faith that the Manager is in material breach of this Agreement, then the School may off-set amounts reasonably determined by it to cover its damages, including its costs to obtain services from third parties, resulting from the Manager's material breach of this Agreement.

3. Curriculum.

(a) In recognition of the fact that the School is not and has not since 2006 been involved in developing Curriculum and that the Manager has, since 2006, assumed all responsibility for, and all costs relating to, developing, improving, and maintaining the Curriculum, the Parties hereby agree that: all Curriculum developed: (i) prior to July 1, 2006 and listed in Schedule 3(a)(i) is and will remain the property of the School; and (ii) on or after July 1, 2006 and listed in Schedule 3(a)(ii) is and will remain the property of the Manager.

(b) The School hereby grants to the Manager a permanent, unlimited, nonexclusive, royalty-free license to use the Lincoln Interactive name, logos, and trademark, and to develop new derivative names and logos.

(c) The School will be under no obligation to purchase any Curriculum courses from the Manager.

(d) The Manager agrees to provide the School Curriculum courses and curriculum-related services at the lowest prices for which the Manager sells the same to any third party in the United States.

4. Confidential Information

(a) "Confidential Information" means all non-public information of a Party that a Party may lawfully designate and does designate as being confidential, or which, under the circumstances of disclosure ought to be treated as confidential. Confidential Information specifically includes, but is not limited to, information about individual students, including information about a student's academic performance, health, medical records, or other information that might be used to individually identify a student, and information about teachers and other employees, including information relating to medical records and any other

information that might be used to individually identify an employee. Each Party agrees that it shall not use or disclose the Confidential Information of the other except: (i) in connection with the performance or receipt of the Services; or (ii) as required by law or governmental order. Each Party agrees that at all times it shall protect the confidentiality of the Confidential Information of the other in the same manner that it protects the confidentiality of its own proprietary and confidential information.

(b) All Confidential Information disclosed by one Party to the other, including copies, shall, to the extent allowed by law, be returned or destroyed upon the first to occur of: (i) completion of the Services; or (ii) request by the discloser.

(c) Nothing in this Agreement will prohibit or limit either Party's use of information (including, but not limited to, ideas, concepts, know-how, techniques, and methodologies): (i) previously known to it without obligation of confidence; (ii) independently developed by it; (iii) acquired by it from a third party that is not, to the Party's knowledge, under an obligation of confidence with respect to the information; or (iv) that is or becomes publicly available through no breach of this Agreement.

5. Warranties.

(a) ~~The Manager warrants to the School that: (i) the Services will be performed by~~ appropriately qualified personnel, in a competent and workmanlike manner in accordance with applicable industry standards; (ii) the Services will be performed in compliance with all applicable federal, state and local laws, rules and regulations; and (iii) the Manager has all requisite power and authority to execute and deliver this Agreement and to grant the rights granted by it, and perform the obligations undertaken by it, in this Agreement. The School's sole and exclusive remedy for any breach of the foregoing warranties by the Manager will be for the Manager, in the Manager's sole discretion, upon receipt of prompt written notice by the School, to use commercially reasonable efforts to cure the breach at its expense, or return to the School the fees paid to the Manager for the work related to the breach.

(b) The School warrants to the Manager that: (i) the Managed Assets are in good operating condition and fit for the particular uses and purposes contemplated by this Agreement and the School covenants that, at all times during the Term, the Manager shall be allowed to occupy or possess, and to peaceably and quietly have, hold, and enjoy, the Managed Assets, without let or hindrance and free from any disturbance by the School, or by anyone (whether the holder of a lien or otherwise) claiming by, through, or under the School; and (ii) the School has all requisite power and authority to execute and deliver this Agreement and to grant the rights granted by it, and perform the obligations undertaken by it, in this Agreement.

(c) EXCEPT AS EXPRESSLY SET FORTH IN THIS ARTICLE 5, THERE ARE NO EXPRESS WARRANTIES MADE BY EITHER PARTY AND ALL EXPRESS WARRANTIES MADE BY A PARTY IN THIS AGREEMENT ARE MADE ONLY TO, AND ONLY FOR THE BENEFIT OF, THE OTHER PARTY. THERE ARE NO IMPLIED WARRANTIES OR CONDITIONS OF ANY KIND WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF TITLE, FITNESS FOR A PARTICULAR PURPOSE, MERCHANTABILITY, NONINFRINGEMENT, ENJOYMENT

OF THE SERVICES, OR ANY IMPLIED WARRANTIES OTHERWISE ARISING FROM A COURSE OF DEALING, PERFORMANCE, CUSTOM, OR USAGE OF TRADE. ALL IMPLIED WARRANTIES ARE EXPRESSLY DISCLAIMED AND EACH PARTY WAIVES AND RELEASES ALL CLAIMS TO ANY SUCH WARRANTIES.

6. Limitations of Liability.

(a) EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS ARTICLE 6, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY CONSEQUENTIAL, SPECIAL, INCIDENTAL, PUNITIVE, EXEMPLARY, INDIRECT, OR SIMILAR DAMAGES (INCLUDING, BUT NOT LIMITED TO, LOSS OF REVENUE, BUSINESS OPPORTUNITY, BUSINESS ADVANTAGE, EXPECTED SAVINGS, OR DATA AND COSTS OF COVER) ARISING UNDER OR RELATING TO THIS AGREEMENT, INCLUDING CLAIMS BASED UPON A BREACH OF THIS AGREEMENT OR UPON A PARTY'S PERFORMANCE OR NON-PERFORMANCE OF ITS OBLIGATIONS PURSUANT TO THIS AGREEMENT, NOTWITHSTANDING EITHER THE FORM IN WHICH ANY CLAIM OR ACTION IS BROUGHT OR ANY FAILURE OF ESSENTIAL PURPOSE, EVEN IF THE PARTY WAS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

~~----- (b) EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS ARTICLE 6, THE MAXIMUM, CUMULATIVE AND AGGREGATE MONETARY LIABILITY OF THE PARTIES FOR ALL CLAIMS AND ACTIONS ARISING UNDER OR RELATING TO THIS AGREEMENT AT ANY TIME OR TIMES, WILL BE LIMITED TO THE TOTAL FEES PAID (OR PAYABLE) BY THE SCHOOL TO MANAGER WITHIN THE 12-MONTH PERIOD IMMEDIATELY PRECEDING THE DATE OF THE EVENT OR EVENTS GIVING RISE TO THE APPLICABLE CLAIM.~~

(c) THE LIMITATIONS, SET FORTH IN SECTIONS (a) AND (b) ABOVE, UPON THE TYPES AND AMOUNTS OF A PARTY'S LIABILITY WILL NOT APPLY TO: (i) CLAIMS WITH RESPECT TO ANY FAILURE BY THE SCHOOL TO FULFILL ITS PAYMENT OBLIGATIONS TO MANAGER; (ii) CLAIMS FOR DAMAGES FOR BODILY INJURY (INCLUDING DEATH) AND DAMAGE TO REAL OR TANGIBLE PERSONAL PROPERTY CAUSED BY THE NEGLIGENT OR OTHERWISE TORTIOUS CONDUCT OF A PARTY; OR (iii) CLAIMS FOR LOSSES ARISING OUT OF THE WILLFUL MISCONDUCT OR GROSS NEGLIGENCE OF A PARTY.

(d) The allocations of liability in this Article 6 represent the agreed, bargained-for understanding of the Parties, and the Manager's compensation for the Services reflects these allocations.

7. Term and Termination.

(a) Unless terminated earlier pursuant to Section 7(b), this Agreement will be for an initial term of three years commencing upon the Effective Date, and will automatically renew for additional one-year periods, unless either Party provides written notice to the other of its intention not to renew the Agreement no later than 60 days prior to the end of the then-current

term. The initial term plus renewal periods, if any, are referred to as the "Term." Upon the termination or expiration of this Agreement, the Parties shall perform a disentanglement pursuant to Article 8. The School shall continue to pay the Management Fee during the time that the Manager provides Services pursuant to Article 8.

(b) Either Party may terminate this Agreement for material breach by the other Party upon 30 days' written notice (ten days in the case of the breach of a payment term), unless the other Party cures the breach within the 30-day (or ten-day, if applicable) period. In addition, if a Party is unable to pay its debts generally as they become due, or is declared bankrupt or insolvent or is the subject of any proceedings relating to its liquidation, insolvency, or for the appointment of a receiver, or makes an assignment for the benefit of its creditors, then the other Party may terminate this Agreement immediately upon notice. If the Pennsylvania Department of Education does not renew the School's charter, then the School may terminate this Agreement as of the date the then-current charter expires.

(c) The School may terminate this Agreement for convenience with at least 60 days advance written notice to the Manager.

8. Disentanglement.

(a) ~~Concurrently with the expiration or termination of the Agreement (or any~~ Services) the following will occur (collectively, a "Disentanglement"):

(i) Upon notice of termination or intention not to renew this Agreement, the Parties shall cooperate fully with one another to facilitate a smooth transition of the Services being terminated from the Manager to the School or the School's designated replacement provider;

(ii) Without limiting its obligations, the Manager shall, subject to the terms of any third party contracts, exercise its commercially reasonable efforts to procure any third party authorizations necessary to grant the School the use and benefit of any third party contracts (including, but not limited to, software licenses) between the Manager and third party contractors then being used by the Manager in enabling it to provide the Services;

(iii) The Manager's obligation to provide the Services under this Agreement will cease in a manner and over a time consistent with the Disentanglement process, but not for more 120 days;

(iv) The Manager shall, subject to the terms of any applicable software license, use commercially reasonable efforts to transfer, license, or sub-license to the School all proprietary and third party software that would be needed in order to allow the School to continue to perform for itself, or obtain from other providers, the Services, as the same might exist at the time of Disentanglement; and

(v) The Manager shall deliver to the School, all Managed Assets, documentation, and data related to the School held by the Manager or by any of the Manager's Personnel, and the Manager shall destroy all documentation or data not turned over to the

School, except to the extent the Manager is required by law or the Manager's internal policies to maintain record copies of the documentation or data.

(b) In preparation for the Disentanglement, the Manager shall:

- (i) provide to the School sufficient information and cooperation to enable the School's personnel, or that of its other providers, to fully assume the provision to the School of the Services;
- (ii) cooperate with the School and all of the School's other service providers to ensure a smooth transition at the time of Disentanglement, with no interruption of Services, no adverse impact on the provision of Services or the School's activities, no interruption of any services provided by third parties, and no adverse impact on the provision of services provided by third parties;
- (iii) ensure that the assets used in providing the Services will be maintained, protected, and adequately insured throughout the Term;
- (iv) exercise commercially reasonable efforts to obtain advance consents (including, without limitation, obtaining consent to the time of entering into all new licenses to be used for the benefit of the School) from the Manager's licensors to the conveyance or assignment of licenses to the School upon Disentanglement; and
- (v) take such additional actions and perform such additional tasks as may be necessary to ensure a timely Disentanglement in compliance with the provision of this Section, including full performance, on or before the date of expiration or termination of the Term, of the Manager's obligations under this Section.

9. Audit Rights

(a) The School may, upon reasonable notice and at reasonable times, at its expense, audit and copy the Manager's books and records to ensure compliance with the provisions of Section 3(d) above. If the School's audit demonstrates that the Manager has materially breached Section 3(d) above then, in addition to any remedy the School may have at law or in equity in connection with that breach, the Manager shall reimburse the School for all of its costs and expenses in connection with the audit that disclosed the breach.

(b) The Manager, as an inducement for the School to enter into this Agreement, hereby grants the Pennsylvania Department of Education ("PDE") the right, at reasonable times and upon reasonable notice, and at PDE's expense, to audit and copy the Manager's books and records insofar as they relate to the Manager's performance of its obligations pursuant to this Agreement.

10. Miscellaneous

(a) Amendment; Waiver. This Agreement may be amended in whole or in part only with the written consent of both parties. No waiver, alteration or modification of the

provisions hereof will be binding on either Party unless it is in writing and signed by a duly authorized representative of each Party.

(b) Assignment. Neither Party to this Agreement may assign any right, interest, or obligation under it, except that rights to receive payments pursuant to this Agreement may be assigned to a bank or other financial institution, and either Party may assign this Agreement to any successor, whether by sale of assets, merger, or otherwise.

(c) Counterparts; Copies. This Agreement may be executed in multiple identical counterparts, each of which will be deemed to be an original, and all of which together will constitute one and the same instrument. True copies of this executed Agreement will be as valid for all purposes as original versions.

(d) Delays. Neither Party will be liable to the other for any delays or failures to perform pursuant to the Agreement (other than any failure to pay amounts due) due to causes beyond its reasonable control and not contributed to by its negligence or willful misconduct. In addition, the Manager will not be liable for any delay or failure in performance due to or arising in connection with: (i) any instructions of the School or any information provided by the School or its personnel or agents; (ii) any act or omission of the School or any third party supplier of the School; (iii) any breach by the School of any of its obligations under this Agreement; or (iv) the inaccuracy or non-occurrence of any assumption stated in any Statement of Work.

(e) Entire Agreement. This Agreement sets forth the entire understanding of the parties with respect to its subject matter and supersedes all prior or contemporaneous agreements, arrangements, or communications, whether oral or written, with respect to its subject matter, including, but not limited to the Original Agreement.

(f) Governing Law. Pennsylvania law will govern this Agreement.

(g) Notices. Any notice, request for payment, report, demand, request, consent, or other communication (each a "Notice") by one party to the other relating to this Agreement will be deemed to have been delivered and given for all purposes, whether or not the same is actually received (except in the case of payments), if it is in writing and delivered by hand to the person designated by the receiving Party to receive notices on its behalf (the "Designated Notice Recipient"), sent by nationally recognized overnight delivery service to the address, by fax to the fax number, or by email at the email address designated by the receiving Party as the address, fax number, or email address at which the Designated Notice Recipient will receive Notices pursuant to this Agreement. Either Party may change its Designated Notice Recipient and the applicable contact information by Notice to the other Party. Each Party's Designated Notice Recipient, together with the applicable contact information, as of the Effective Date, follows:

<u>School</u>	<u>Manager</u>
Brenda Starr, Executive Assistant The Pennsylvania Cyber Charter School 900 Midland Avenue	George Pacinda, General Manager National Network of Digital Schools 1000 Third Street, Suite #2

NATIONAL NETWORK OF DIGITAL SCHOOLS -9-
MANAGEMENT FOUNDATION

Midland, PA 15059
Phone: (724) 643-1180, Ext. 1027
Fax: (724) 643-2791
Email: bstart@pacyber.org


Beaver, PA 15009
Phone: 724.764.7200
Fax: (724) 774-5759
Email: george.pacinda@nndsonline.org

(h) Parties in Interest. Each covenant, term, provision, and agreement in this Agreement will be binding upon, and inure to the benefit of, the Parties, their respective successors, and permitted assigns.

[Signed on the next page.]

IN WITNESS WHEREOF, the Parties have caused their duly authorized representatives to execute this Agreement as of the Effective Date.

PENNSYLVANIA CYBER CHARTER SCHOOL

By: 
Edward Elder, President of the Board of Directors

NATIONAL NETWORK OF DIGITAL SCHOOLS MANAGEMENT FOUNDATION

By: 
Charles Cerjak, President

*[Signature Page to First Amended and Restated Management Agreement by and between
Pennsylvania Cyber Charter School and National Network of Digital Schools Management
Foundation]*

W176283.15

NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION -11-

Appendix B: Department Descriptions

MANAGEMENT SERVICES PROVIDED BY THE NATIONAL NETWORK OF DIGITAL SCHOOLS

GENERAL BUSINESS CONSULTING SERVICES:

1. Financial Consulting Services
2. Property and Asset Management Services
3. General Contract Negotiation Services
4. Marketing Services
5. Professional and Leadership Development Services
6. Student Assistance Services
7. Other Business Services

ACCOUNTING SERVICES:

1. General Accounting and Bookkeeping
2. Financial Statement Preparation and Year / Month-End Processing
3. Accounting Policy Advice and Maintenance
4. Compliance
5. Special Projects

TECHNOLOGY SERVICES:

1. General Consulting and Strategic Planning Services
2. Disaster Recovery Planning and Implementation Services
3. Project Management Services
4. Custom Software Development Services
5. Desktop/End-User Support Services
6. Systems Engineering Services

7. Application Management Services
8. Security Management Services
9. Network Engineering Services
10. Change Management Services
11. Device Configuration Services
12. NOC Design, Management and Hosting Services
13. IP Telephony Support Services
14. Develop/Update/Manage Website Services
15. Install/Manage/Troubleshoot connections with Video Distance Learning Equipment (Polycom) Services

WAREHOUSE, PROCUREMENT AND RECLAMATION SERVICES:

1. Student Course Material Orders Services
2. Student Technology Equipment Orders Services
3. Student Equipment Inventory Tracking Services
4. Returned Equipment/Materials from Families Services
5. Employee Course Material/Technology Orders Services
6. Technology and Office Supplies Inventory Services
7. Local Delivery Services
8. Reclamation Services
9. Other Services

FACILITIES AND MAINTENANCE SERVICES:

1. Janitorial Services
2. Vehicle Management Services
3. Landscaping and Grounds Services

4. Fire and Security Systems Services
5. Project Management Services
6. Provide Maintenance and Professional Staff Services
7. Provide Comprehensive Facility Operations Services for Buildings
8. Provide Consultant Services for Various Projects
9. Furniture Fit-Out Services
10. Telecommunication/Network Infrastructure Services

HUMAN RESOURCES AND PAYROLL SERVICES:

1. New Hire Processing
2. On-going Employee Services / Daily Duties
3. Termination Services
4. Payroll Services

GENERAL BUSINESS CONSULTING SERVICES

1. Financial Consulting Services
 - Financial statement analysis and advice
 - Cash flow reporting analysis and recommendations
 - Establish and maintain banking relationships for client
 - Analysis of various line of credit options and recommendations
 - Analysis of various capital lease options and recommendations
 - Investment Management Consulting
 - Grant Writing
 - Special projects for various client auditors
 - Special projects as requested by client
2. Property and Asset Management Services
 - Lease/purchase analysis and recommendations including property search and contract negotiations
 - Prepare leases and review with legal counsel
 - Coordination of utilities set-up and management
 - Fixed asset records management
 - Coordinate fixed asset valuation and assist with fixed asset tagging and reconciliation
 - Negotiate lease/purchase for vehicles
 - Maintain vehicle approved drivers list
 - Maintain vehicle list, registrations, inspections, insurance cards, etc.
 - Negotiate lease/purchase for copiers, faxes, postage meters and other office equipment
 - Maintain and update office equipment lists, warranties, service logs, etc.
 - Maintain insurance coverage including property, general liability, auto, errors and omissions, umbrella, workers compensation, etc.
 - Establish and maintain all bond coverage
3. General Contract Negotiation Services
 - Negotiate student information systems contracts and monitor compliance
 - Negotiate standards alignment contract and monitor compliance
 - Negotiate accounts receivable billing software contract and monitor compliance
 - Negotiate energy contracts for purchase of natural gas and electricity
 - Negotiate leases and various property and equipment purchases
 - Prepare lease/purchase documents and review with legal counsel
4. Marketing Services
 - Development of overall marketing plan
 - Development of logo, identity and branding
 - Website development and maintenance
 - Development of media-rich presentations
 - Development of advertisements
 - Negotiate advertising contracts
 - Development of internal communications
 - Public Relations spokesperson and consulting
 - Grant opportunities for school choice and on-line educational programs

- Legislative services and government relations

5. Professional and Leadership Development Services

- Coordinate ACT 48 credit opportunities for client staff
- Coordinate CPE for client staff
- Develop and advise on leadership program opportunities
- Development of customized leadership learning: Services are tailored to meet the unique requirements of PA Cyber as an entity and each individual.
- Integrated leadership curriculum: Professional learning tools and programs address a range of issues, which include communication, conflict of interest resolution, decision making, strategic planning and customer service.
- Integrated leadership at all levels: Services address the needs of executive leaders, existing leaders, emerging leaders and evolving leaders.
- Coaching: On-going staff coaching sessions to create, enhance, and sustain results
- Coordination of in service programs, workshops, etc.

6. Student Assistance Services

- Special education program consulting
- Development of tailored instruction for special needs students
- Provide training and education on student assistance programs
- Present the pertinent legal aspects of student assistance programs
- Advise on cultural diversity issues within the school and communities served
- Provide assistance with child and adolescent development issues
- Provide assistance with referral processes
- Analyze test data to advise on modifying instruction
- Assist with developing standards-based lessons on the internet
- Integrate pod casts into instruction
- Develop student portfolios

7. Other Business Services

- Develop and manage wellness programs for client employees
- Intercompany mail delivery -- Midland/Pittsburgh offices
- Coordination of charter school applications and renewal
- Coordination of food service and vending needs
- Coordination of Company events (facilities, catering, audio visual, itineraries, etc.) for in-service days, blood drives, holiday programs, etc.

ACCOUNTING SERVICES

1. General Accounting and Bookkeeping
 - Manage accounts receivable, accounts payable and all Business Office functions
 - Maintain General Ledger
 - Journal entry initiation / approval / posting
 - Prepare budget and monitor actual results
 - Cash flow projections and planning
2. Financial Statement Preparation and Year / Month End processing
 - Monthly account reconciliations including:
 - Accounts Receivable
 - Accounts Payable
 - All other balance sheet accounts
 - Audit Preparation / Support including:
 - Balance sheet reconciliations
 - Expense and Income statement analysis
 - Trial balance crosswalk
 - Audit inquiry / contact
 - Financial Reporting
 - Annual Financial Report (AFR)
 - Monthly Financial Statements (GAAP basis)
 - PSERS Reporting
 - Grant Reporting
 - Assist with Treasurer's report
 - Cash flow statements
3. Accounting Policy Advice and Maintenance
 - Maintain accounting procedures handbook
 - Periodic review and confirmation of accounting procedures processes
 - Implementation of other business office and accounting policies
 - Internal controls documentation and implementation
4. Compliance
 - Compliance with federal / state / local grant financial requirements
 - Compliance with debt issues, borrowings, etc.
 - Compliance with PDE regulations and financial reporting requirements
5. Special Projects
 - Fixed asset reporting, maintenance, and consulting
 - Risk assessment determination and documentation
 - Coordinate school district billing process with software vendor and staff

TECHNOLOGY SERVICES

1. General Consulting and Strategic Planning Services

NNDS provides high-level guidance and consulting services to PA Cyber in support of their growing technology needs, and increased audit requirements. As an educational institution whose primary purpose is to facilitate a complete online learning experience, PA Cyber's technology requirements run much deeper than their brick-and-mortar counterparts. NNDS performs the high level strategic planning and consultation services that keep them on the cutting edge, and at the forefront of educational delivery models.

Example(s):

- Creating strategic vision based on technology and business trends to leverage technology in order to increase efficiencies relating to business processes, teacher processes, and student processes
- Implementation of an enterprise data model that allows data and reporting to be shared across functional business units
- Evaluating functional requirements for all software applications and making sound economic decisions as to where to position the application to make the most impact. This would include the evaluation and implementation of integration services

2. Disaster Recovery Planning and Implementation Services

NNDS has engaged, on behalf of PA Cyber, business partners who banded together to create a Disaster Recovery Plan so that PA Cyber can protect its systems and data assets. This included every aspect of the project, and culminated in a DRP that is in process of implementation.

Example:

- NNDS was the project lead for a DRP project that included all managed customers to assure that the depth and breadth of the project covered all mission critical applications and environments

3. Project Management Services

NNDS provides project management to all PA Cyber technology projects.

Examples:

- Removal of the former student information system, and implementation of the Microsoft CRM based Backpack system. This included re-integrating all associated applications in order to maintain data flow consistency
- Evaluation, specification, installation and support for Microsoft Office Sharepoint Server
- Implementation of business processes that ensure billing consistency for PA Cyber's school district billing. Includes a full time Project Manager. Process

starts with data consistency and verification, and concludes with hard copy bill that are tied directly to the GL

- Managed the process by which we installed systems to track inventory items, including books, materials, and technology items in order to adhere to PA Cyber requirements
- Implementation of a third party online assessment tool to expand the existing capabilities of the LMS, by permitting individual assessment questions to be tied directly to PA state standards

4. Custom Software Development Services

Where applicable, NNDS designs, develops, and supports custom software products and integrations that support both the learning environment, and the business environment necessary to run an online school.

Examples:

- The creation of an attendance aggregation system that pulls attendance data from disparate systems, and consolidates into a business intelligence layer designed to adhere to state reporting requirements, as well as for a central feed back into the student information system
- An application designed to manage users, so that student account creation occurs automatically, and each student is given access to resources as dictated by enrollment activities
- Migration tool to move nearly 500,000 individual assessment questions to the new assessment tool

5. Desktop/End-User Support Services

NNDS provides technical support for hardware/software issues, data backup, laptops, phones, printers, faxes, wireless devices, etc. to all PA Cyber employees.

Examples:

- Level 1-3 desktop support for basic business, proprietary and custom software products
- Level 1-3 hardware support
- Product installations for printers and peripherals
- Telephony moves, adds, and changes

6. Systems Engineering Services

From a high level, as well as down to the details, NNDS maintains a staff of qualified and certified systems engineers that assist in developing new systems, as well as new system integration and interoperability with existing and legacy systems.

Examples:

- Hardware specification, purchase and installation for high-end server products, such as the HP ProLiant Blade System, Fiber-Channel Storage Area Networking, and Network Attached Storage
- Migration of data/applications to new equipment
- Server Virtualization Consulting and implementation
- Network load balancing
- All support for Layer 1-4 networking
- Backup, storage and recovery modeling

7. Application Management Services

Each application used within PA Cyber has been purchased or developed to meet very specific criteria. As such, NNDS is responsible for creating, maintaining and implementing processes that manage application input and output. This also includes initial configuration and disaster recovery procedures.

Example(s):

- Microsoft Business Dynamics
- Microsoft CRM
- Backpack (Metaphor Software)
- Blackboard Academic Suite
- Microsoft Office Sharepoint Server
- Edmastery assessment system
- Microsoft Exchange Server
- Microsoft Active Directory Services
- IceWarp student and parent email
- Microsoft Internet Information Server (IIS)
- Microsoft SQL Server

8. Security Management Services

NNDS manages all aspects of security from building access to system access. We have developed and maintain procedures that encompass aspects of employee and student security. For example, we have established a directory structure so that staff usernames and passwords are not kept on spreadsheets any longer.

Examples:

- Border and perimeter security
- Building security systems
- Network firewalls
- Wireless network security
- Desktop security
- Digital recording solutions
- Network/User security

9. Network Engineering Services

In today's world of converged networks, uptime, reliability and priority are commonplace. NNDS oversees the design, installation and support of all data and telephony networks across the Commonwealth of Pennsylvania, and encompasses 15 locations. This service includes monitoring in efforts to isolate issues prior to occurrence, as well as the real-time conferencing applications used in PA Cyber's Virtual Classroom. The Virtual Classroom serves nearly 3000 simultaneous students every minute of every day, and has had zero downtime since NNDS assumed this responsibility in 2005.

Examples:

- Local area networking, including redundant layer 1-3 network fabric
- Wide area networking, including routing and switching for media such as fiber optics, 100/1000 mb Ethernet, PRI, T-1, T-3 and ISDN
- AT&T Connect services
- Service Level Agreements (SLA's)

10. Change Management Services

Due to the complexities surrounding an organization the size of PA Cyber, NNDS manages the process by which moves, adds and changes occur within the computing environment. Even the most miniscule changes could have far-reaching impact, as such, NNDS evaluates all activity prior to action.

Examples:

- Moving or migrating applications
- Moving users
- Moving systems
- Changing service providers

11. Device Configuration Services

Every device that PA Cyber purchases, includes some level of configuration and testing prior to deployment. Whether it be a blade server, Storage Area Network, or a laptop, NNDS makes certain that the device is configured properly and tested prior to seeing action.

Examples:

- Server configuration and installations
- Network printer configuration and installations
- Copier/Scanner/Fax configuration and installations
- Laptop/Desktop configuration and installation
- VOIP telephony handset and system configuration and installations

12. NOC Design, Management and Hosting Services

NNDS, in 2006, helped design a state of the art hosting facility in the building at 1200 Midland Avenue, with the intent on serving the needs of PA Cyber now, and into the future. This included spacial design, cooling, networking, security, change management, and connectivity.

Examples:

- Specification for all raised flooring applications
- Design of HVAC system
- Design of fire suppression systems
- Design of all rack solutions
- Design of all power requirements
- Design of all backup (generator) power requirements
- Installation of all equipment
- NOC security
- Enterprise network design and implementation services

13. IP Telephony Support Services

NNDS has researched, selected, implemented and services all Voice-over-IP telephony services. This includes 4-button dialing to all PA Cyber locations, auto-attendants, and call groups.

Examples:

- Maintains phone system, including OS updates
- Adds/Removes users
- Maintains dial plans, and ACD groups
- Provides call reports when requested
- Maintains licensing
- Hardware support
- Service carrier support

14. Develop/Update/Manage Website Services

NNDS is responsible for maintaining the PA Cyber web presence, and assuring availability.

Examples:

- Maintains hardware
- Maintains network connectivity
- Maintains security
- Provides updates as requested
- Introduces new functionality, such as TV on demand and blogging
- Media relations

15. Install/Manage/Troubleshoot connections with Video Distance Learning Equipment (Polycom) Services

NNDS provides assistance to PA Cyber by installing video distance learning equipment provided by Polycom in all buildings.

Examples:

- Specifies and installs all equipment
- Manages connections between all 15 locations
- Provides professional development
- Creates single or multipoint connections
- Manages maintenance

WAREHOUSE, PROCUREMENT AND RECLAMATION SERVICES

1. Student Course Material Orders Services

- Course materials are selected from the NNDS warehouse within 24 hours* (* based upon material availability)
- Orders are processed and fulfilled
- Course materials are packaged in the warehouse
- Course materials are shipped via FedEx from the warehouse
- Develop and manage systems for such processes

2. Student Technology Equipment Orders Services

- Technology equipment is selected from the NNDS warehouse.
- Technology equipment serial numbers are tracked
- Technology equipment is packaged
- Technology equipment is shipped via FedEx
- Develop and manage systems for such processes

3. Student Equipment Inventory Tracking Services

- Technology equipment is recorded and tracked via NNDS software.
- Technology equipment is inventoried by NNDS for PA Cyber future needs

4. Returned Equipment/Materials from Families Services

- RMA numbers and labels are provided to families to assist with returning items
- Returned items are inspected for damage and completeness of return
- Return items are reentered in to inventory system
- Student is credited for return

5. Employee Course Material/Technology Orders Services

- Course materials are selected from the NNDS warehouse within 24 hours* (* based upon material availability)
- Orders are processed and fulfilled
- Course materials are packaged in the warehouse
- Course materials are shipped via FedEx or hand delivered to employees via NNDS staff
- Develop and manage systems for such processes

6. Technology and Office Supplies Inventory Services

- NNDS through joint purchasing reduces costs and maintains an inventory of office supplies and technology
- NNDS warehouse provides a secure place for inventory items

7. Local Delivery Services

- NNDS personnel provide pickup and delivery services to PA Cyber employees

8. Reclamation Services

- Contact families and explain return process for:
 - Repair and Return
 - Return to Stock
 - Withdrawal or Graduation
- Provide return labels to families
- Track FedEx items to be returned
- Phone families if items are not returned
- Send certified letters explaining consequences of not returning PA Cyber materials
- Process non compliant families into the legal system if necessary (file police reports, if necessary)
- Handle all communications related to reclamation processes internal and external.

9. Other Services

- Negotiates with vendors and FedEx to ensure best possible rates
- Assist with special inventory management requests while providing superior customer service to PA Cyber and their customers
- Provide physical warehouse space for all above services and manage the software systems and interfaces necessary for such

FACILITIES AND MAINTENANCE SERVICES

1. Janitorial Services to include but not limited to:

- Provide all commercial cleaning services needs
- Purchase all janitorial supplies (toilet paper, paper towels, hand sanitizer)
- Provide all cleaning equipment such as sweepers, scrubbers, buffers
- Blind cleaning, carpet scrubbing, hard surface floor care
- Solicit proposals and negotiate services for matting and carpeting programs
- Solicit proposals and negotiate services for garbage containers (dumpsters)
- Restroom sanitation program
- Maintain inventory of cleaning supplies
- Maintain inventory of paper products
- Window cleaning
- Respond to janitorial emergencies (24/7)
- Floor stripping and refinishing floors as required

2. Vehicle Management Services

- Maintenance of client vehicles as needed
- Manage and schedule PA client vehicles as needed
- Perform daily vehicle inspections
- Provide approved drivers as needed to client

3. Landscaping and Grounds Services

- Provide all equipment (lawnmowers, tractors, weed whackers, blowers, hedge cutters, etc.) and properly maintain and manicure grounds
- Provide equipment for snow and ice removal (plow trucks, snow blowers, salt spreaders, shovels and scrapers) and properly maintain sidewalks, parking lots and entry ways
- Provide and apply all fertilizer
- Weed and mulch planter areas
- Re-stripe parking lots as necessary
- Minor repairs to parking areas as needed
- Maintain interior lighting, signage, flag poles, etc.

4. Fire and Security Systems Services

- Provide various security options
- Install security systems
- Manage access control software of security systems
- Install fire protection system
- Manage fire protection systems
- Troubleshoot and repair fire protection systems
- Troubleshoot and repair security systems

5. Project Management Services

- Design and manage installation of network communication cabling
- Coordinate office moves
- Assist with furniture layout
- Prepare budget forecast for various office moves
- Reverse build-out after lease is up on a facility

6. Provide Maintenance and Professional Staff Services

- Electricians
- Plumbers
- Carpenters
- HVAC Technicians
- Facilitate all maintenance work orders for repairs

7. Provide Comprehensive Facility Operations Services for Buildings

- Manage, service and perform daily inspections of all mechanical equipment to include boilers, air handlers, pumps, exhaust fans
- Manage, service and perform inspections of electrical systems to include panels, transformers, motors
- Provide 24-hour service for emergency maintenance issues
- Provide assessments that identify deficiencies for budgeting
- Roving van maintenance technicians

8. Provide Consultant Services for Various Projects

- Coordinate third party contracts for services outside of Beaver County
- Attend meetings with architects, engineers and contractors as a representative for client
- Make recommendations on behalf of client for renovation projects
- Attend board meetings as required
- Overnight travel for various projects

9. Furniture Fit Out Services

- Supervise and manage office furniture installation on various projects
- Provide employees to relocate into and out of different offices and buildings

10. Telecommunication/Network Infrastructure Services

- Installation of CAT5E, Fiber Optic & phone cables
- Trouble shoot existing lines
- Provide tools and test equipment for data installation.
- Terminate both Fiber & Ethernet cables
- Provide 24-hour service for equipment re-booting
- Installation of wireless access points to establish communication between buildings
- Provide ladders, bucket trucks for installation as needed

HUMAN RESOURCES AND PAYROLL SERVICES

I. New Hire Processing

- Collect and maintain resumés / applications for prospective hires
- Coordinate all job postings, ads, etc.
- Screen applicants, coordinate interviews and recommendations
- Collect and maintain the following for all successful candidates for verification in addition to the standard application and resumé:
 - Criminal (PSP) Clearance
 - Child Abuse Clearance
 - FBI Fingerprint Clearance
 - Emergency Contact Information
 - Teacher Certification (where applicable)
 - Praxis Results (where applicable)
 - College Information (where applicable)
 - Direct Deposit Information (with a voided check)
 - Form W-4
 - Local Service Tax Information
 - I9 Form with a copy of appropriate identification
 - EEO Information Form
- Set employment terms for all successful candidates:
 - Employee Acknowledgement Form indicating receipt of the entity Human Resource Handbook (which is signed and placed in the employee file)
 - Copy of Job Description
 - Identification Badge Form to present for badge photo
 - Human Resource Handbook includes the following: Employee Handbook; 403B Information; PSERS Information; Safety Handbook; Wellness Program Enrollment Form; and Reduced Child Care Information
- Provide benefits information and explain and coordinate enrollment in insurance programs:
 - Medical, dental and vision
 - Life insurance
 - Short-term and long-term disability
 - Waiver of health care coverage-Section 125 Plan
 - COBRA notice

➤ Provide safety training and workers' compensation notice to all new hires:

- Workers' Compensation Rights Information along with the Panel of Doctors Listing and Acknowledgement of Rights and Duties Form
- Manage all Workers' Compensation files, maintaining records and communicating with Insurance Companies and Employees regarding injury claims
- A mini safety session training is provided at time of hire and is signed off by employee and Safety Officer

2. On-going Employee Services / Daily Duties:

➤ Maintain HR Database for all employee information and manage updates:

- Change of name information
- Change of address information
- Change of Form W-4 information
- Change of information relating to health care
- Change of beneficiary information for the Life Insurance
- Update of Local Service Tax Information
- Change of work status (resignation/termination)
- Change of work title/department
- Change of direct deposit information

- Maintains all resumés received from potential employees and send letters to each applicant indicating receipt of their information
- Enters appropriate information in the ADP system including: personnel changes; demographic changes and all other computer generated information needed for reports and other statistical information
- Responds to telephone calls of inquiries relating to job opportunities
- Works with the Title I department of PA Cyber for recruitment of appropriate tutors for that program
- Schedules interviews for department heads as needed for all entities
- Coordinates annual / bi-annual evaluations, disciplinary procedures and documentation and training supervisory staff on such
- Attends all disciplinary meetings with supervisors
- Processes all salary adjustments and coordinates with payroll
- Maintains the office supply inventory including order supplies as needed
- Enter data information necessary for the department including updating Employee Benefit log; updating the Employee Resume Log
- Coordinate all Safety Committee meetings and manages compliance with all appropriate laws, including OSHA
- Open, stamp received and distribute all mail to the HR staff
- Research and complete EEOC forms
- Complete PA Unemployment Compensation forms
- Complete Request for Relief from Charges to the PA Department of Labor and Industry in a timely manner
- Complete Employment Verification requests in a timely manner

- Assist employees on tax issues and other mandatory deductions
- Inform and guide employees of new tax reforms
- Implement changes in tax and deduction laws
- Research reference information necessary for compliance topics
- Submit monthly new hire list to administrator of 401K program
- Attend and complete any ADP training or any other professional development training
- Assist in resolving any ADP payroll reporting issues
- Assist in any major projects involving the ADP data system
- Oversees all appropriate information required by the Department of Labor and Industry
- Ensures that all information provided to employees is updated as necessary for appropriate documents
- Posts all employee information required by State and Federal Laws
- Manages all FMLA and Military leave procedures
- Maintains and update Employee Handbooks for all entities
- Ensures all employee information in a confidential manner
- Ensures confidentiality code with all Human Resource staff

3. Termination Services

- Documents and advises on all aspects of termination (evaluation, disciplinary actions, corrective action plans, etc.)

4. Payroll

- Review approximately 600 timesheets in EzLabor for accuracy each pay period
- Transfer EzLabor timesheets to ADP PayEx program each pay period
- Set up new employees in EzLabor and maintenance of EzLabor system
- Process annual accruals in EzLabor
- Record annual salary amounts and hourly timesheets and authorized supplemental pays into spreadsheet to calculate payroll each pay period
- Calculate payroll for special circumstances, leaves, terminations, etc.
- Process all voluntary and involuntary payroll deductions
- Update ADP with all pay rates, deductions and taxes for each employee
- Input semi-monthly payroll to ADP's time and attendance reporting
- Check payroll for accuracy each pay period by comparing spreadsheet with ADP input
- Payroll review by Payroll Supervisor each pay as a security/compliance check
- Manage all payroll functions and ADP services to ensure compliance with all regulations
- Run semi-monthly payroll reports for PA Cyber Accounting Department
- Compile payroll payables from ADP reports for AP Department processing
- Reconciliation of monthly Aflac invoice
- Review and approve all payroll payables by payroll supervisor
- Process semi-monthly journal entry spreadsheet for Accounting Department
- PSERS reporting
- Set up new employees in the PSERS system, both demographics and contract maintenance

- Report semi-monthly pays and contributions into the PSERS system
- Assist employees with PSERS questions and completion of forms
- Review and approve monthly PSERS invoice
- Research PSERS rules and regulations for compliance
- Review and approve semi-monthly ADP invoices
- Maintenance and storage of all payroll records
- Retrieve payroll records as requested by HR/employee
- Review and implement procedures relating to local wage tax, LST, state taxes, etc.
- Compile LST quarterly reports for individual tax collectors
- Review all related tax filings
- Review and process all deduction settlements, garnishments, etc.
- File required reports with PDE for social security and retirement reimbursement
- W-2 processing
- Unemployment compensation questions
- Review of unemployment compensation annual rate and charges to account
- Liaison for employee questions
- Payroll projects including:
 - ADP Hourly Payroll EzLabor setup
 - Development and maintenance of payroll database
 - Research payroll law and attend payroll seminars for compliance with payroll law
- Process 403b deductions and paperwork to the third party administrator
- Process semi-monthly payroll electronic transfer report to third party administrator for 403b deductions
- Annual notification of 403b program to all employees

Appendix C: Chart of Accounts Manual



Manual of Accounting
and Financial Reporting for PA
Public Schools

Chart of Accounts

Revised 7-1-09

APPENDIX C

Appendix D - Statement of Assumptions and Limiting Conditions

The primary assumptions and limiting conditions pertaining to the consulting engagement and the Report are summarized below. Other assumptions may be cited elsewhere in the Report.

- ❖ The conclusion arrived at herein is valid only for the stated purpose and date.
- ❖ Financial data and other related information provided by NNDS or its representatives, in the course of this engagement, have been accepted as true and correct.
- ❖ Public information and industry and statistical information have been obtained from sources we believe to be reliable. However, we make no representation as to the accuracy or completeness of such information.
- ❖ The Report and the conclusion arrived at herein are for the exclusive use of our client (W. Timothy Barry & Associates, LLC), The Pennsylvania Cyber Charter School (PA Cyber), PA Cyber's governing board, National Network of Digital Schools Management Foundation (NNDS), the PA Department of Education and any other government entity having jurisdiction, for the sole and specific purposes as noted herein. The Report and the conclusion may not be used for any other purpose or by any other party for any purpose. The conclusion represents the considered opinion of Herbein + Company, Inc., based on information furnished to them by NNDS and other sources.
- ❖ Neither all nor any part of the contents of the Report should be disseminated to the public through advertising media, public relations, news media, sales media, mail, direct transmittal, or any other means of communication, including, but not limited to, the Securities and Exchange Commission or other governmental agency or regulatory body, without the prior written consent and approval of Herbein + Company, Inc.
- ❖ Future services regarding the subject matter of the Report, including, but not limited to, testimony or attendance in court, shall not be required of Herbein + Company, Inc. unless previous arrangements have been made in writing.
- ❖ No change of any item in the Report shall be made by anyone other than Herbein + Company, Inc., and we shall have no responsibility for any such unauthorized change.
- ❖ Unless otherwise stated, no effort has been made to determine the possible effect, if any, on the subject business due to future federal, state, or local legislation, including any environmental or ecological matters or interpretations thereof.
- ❖ The approaches and methodology used in our work did not comprise an examination in accordance with generally accepted accounting principles, the objective of which is an expression of an opinion regarding the fair presentation of financial data or other financial information, whether historical or prospective, presented in accordance with generally accepted accounting principles. We express no opinion and accept no responsibility for the accuracy and completeness of the financial information or other data provided to us by others. We assume that the financial and other information provided to us is accurate and complete, and we have relied upon this information in performing our conclusion.
- ❖ The Report and conclusion may not be used in conjunction with any report, except as provided herein. The conclusion stated in the Report is based on the process described in the Report and may not be separated into parts. The Report was prepared solely for the purpose, functions and parties so identified in the Report. Except as provided herein above, the findings of the Report may not be utilized by a third party for any purpose, without the express written consent of Herbein + Company, Inc.

Appendix E: Sources of Information

- ❖ The First Amended and Restated Management Agreement between the Pennsylvania Cyber Charter School and National Network of Digital Schools Management Foundation.
- ❖ Interviews with selected PA Cyber personnel.
- ❖ Interviews with Department Leaders and other selected personnel of NNDS.
- ❖ AFRs for public schools in our Public School Sample.
- ❖ AFRs for the cyber schools in our Cyber School Sample
- ❖ *Manual of Accounting and Financial Reporting for PA Public Schools - Chart of Accounts*
- ❖ *Apple One Salary Guide*