PENNSYLVANIA CYBER CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name
Pennsylvania Cyber CS

AUN
127043430

Address 1
652 Midland Ave

Address 2

City
Midland

State
PA

Zip Code
15059

Chief Administrator Name
Mr Brian Hayden

Chief Administrator Email
brian.hayden@pacyber.org

Chief Administrator Phone
(724) 643-1180

Extension

Charter School Principal

Principal Name
Danielle Schlessinger

Principal Email
danielle.schlessinger@pacyber.org

Principal Phone
724-888-7677

Extension

Principal Name
Jerald Barris

Principal Email
jerald.barris@pacyber.org

Principal Phone
724-682-9160

Extension

Principal Name
Kevin Romasco

Principal Email
kevin.romasco@pacyber.org

Principal Phone
724-888-7968

Extension

Principal Name
Shawn Lanious

Principal Email
shawn.lanious@pacyber.org

Principal Phone
724-888-7918

Extension

Authorizing District(s)
Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)
PA Cyber WELLNESS CHECKS.pdf

Upload Current Charter (PDF only)
PA Cyber 2020-2025 & 2025-2030 charters.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Steve Robinson		
Edward Elder		
Tom Dorsey		
Marc Strawderman		
Dan Leroy		
John Haynes		
Robert Bickerton		**(CHECKED)**
Cassandra Kirkland		
Matthew Schulte		
Joseph Askar		

Explanation of Board of Trustees Changes

August 14, 2024 Nomination and acceptance of Bob Bickerton, Trustee of the Board of Trustees.

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

Act 55 Certificates.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2024-08-14	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2024-09-11	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2024-10-09	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2024-11-13	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2025-01-08	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2025-02-12	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2025-03-12	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2025-04-09	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2025-05-14	4:30:00 PM
1200 Midland Avenue, Midland, PA OR Virtual: Zoom Link @ pacyber.org	2025-06-16	4:30:00 PM

Upload Board Minutes

January 2025 Minutes.pdf

May 2025 Minutes.pdf

February 2025 Minutes.pdf

June 2025 Agenda.pdf

August 2024 Minutes.pdf

March 2025 Minutes.pdf

November 2024 Minutes.pdf

September 2024 Minutes.pdf

April 2025 Minutes.pdf

October 2024 Minutes.pdf

Leadership Team

Name	Title/Position	Check if New Member
Brian Hayden	Chief Academic Officer	
Nicole Granito	Other	
Roxanne Leone-Bovalino	Human Resource Officer	
Frances Spigelmyer	Chief Academic Officer	
Matthew Schulte	Fiscal Management Officer	
Ryan Frueh	Business Manager	
Mark Iannini	Director of Special Education	

Danielle Schlessinger	Principal	
Jerald Barris	Principal	
Kevin Romasco	Principal	
Shawn Lanious	Principal	
Eric Woelfel	Other	
Jen Shoaf	Other	

There were no Leadership Changes (CHECKED)

Upload of Professional Staff Member Roster (PDE-414 Form)
Professional Staff Member Roster_2024-2025 .pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1

Chief Administrative Officer	1	1	0	0	0	0
Principal	4	4	0	0	0	0
Assistant Principal	10	10	0	0	0	0
Classroom Teacher (including Master Teachers)	280	280	0	0	0	168
Specialty Teacher (including Master Teachers)	9	9	0	0	0	0
Special Education Teacher (including Master Teachers)	139	139	0	0	0	139
Special Education Coordinator	4	4	0	0	0	0
Counselor	5	5	0	0	0	0
Psychologist	4	4	0	0	0	0
School Nurse	6	6	0	0	0	0
IT Director	1	1	0	0	0	0
Business Administrator	1	1	0	0	0	0
ISD, Curriculum Developers, Tech Support	27	27	0	0	0	0

HR Manager	1	1	0	0	0	0
Student Support Manager, Facilities Manager	2	2	0	0	0	0
Business Office, Administrative Support Staff, Teaching Assistants	51	51	0	0	0	0
Other						
Totals	546	546	0	0	0	308

There were no substantial differences. (CHECKED)

Fiscal Matters

Major Fundraising Activities

None

Fiscal Solvency Policies

None

Accounting System

N/A

Preliminary Statements of Revenues, Expenditures & Fund Balances

Please see the upload below.

Upload Statements of Revenues, Expenditures & Fund Balances
Preliminary Statement of Rev_Exp_Fund2024-25.pdf

Financial Audit Basics

Audit Firm
DeLuzio & Company, LLP

Date of Last Audit
2024-06-30

Fiscal Year Last Audited
2023-2024

Explanation of the Report

Please find the audit report attached.

Upload Financial Audit Document(s)
June 30, 2024 Annual Comprehensive Financial Report.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
none	none

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

Monitoring letter no findings April 28 2025 (002).pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2025-04-28

School Years Reviewed

2024-2025

Federal Programs Consolidated Review Report

2025 Program Monitoring Locked final results 5 19 25.pdf

Consolidated Review/Annual Report

See Federal Programs Consolidated Review Report Attachment

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
none	none

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Director of Special Education	722 Midland Avenue, Midland, PA 15059	0	0	0
Assistant Director of Special Education	722 Midland Avenue, Midland, PA 15059	0	0	0
Special Education Supervisor	722 Midland Avenue, Midland, PA 15059	0	0	0
Special Education Supervisor	722 Midland Avenue, Midland, PA 15059	0	0	0
Special Education Supervisor	722 Midland Avenue, Midland, PA 15059	0	0	0
Special Education Supervisor	722 Midland Avenue, Midland, PA 15059	0	0	0
School Psychologist	722 Midland Avenue, Midland, PA 15059	0	0	0
School Psychologist	722 Midland Avenue, Midland, PA 15059	0	0	0
School Psychologist	722 Midland Avenue, Midland, PA 15059	0	0	0
School Psychologist	722 Midland Avenue, Midland, PA 15059	0	0	0

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
OT	2 hrs	Camco Physical and Occupational Therapy, LLC	1

PT	3 hrs	Battisti, Stefanie	3
Speech	13.5hrs	Betack, Sarah	28
Evaluations	2.5 hrs	Buchmann, Bethany	1
Speech	11.33 hrs	Beyond Therapeutics	25
Parent Transportation	5 hrs	Bolden, Nihafr	1
OT, PT, Speech, Counseling	17.5 hrs	Boost Therapy	25
Counseling	10.5 hrs	Bowersox and Associates, LLC	28
Pt, Speech, OT	6.33 hrs	Capable Kids	9
Parent Transportation	5 hrs	Carmen Phillips	1
Speech, Counseling, OT	3.83 hrs	CBS Therapy	9
transportation	5 hrs	Cerulli, A	1
evaluations	4 hrs	Central Penn Education Associates	78
Counseling, Executive Functioning, Social Skills	13 hrs	Champion Comprehensive Virtual Services	23
Instructional Aide	22.5 hrs	Chretien, Melissa	1

Counseling, Speech, Social Work	30.5 hrs	Acorns to Oaks Consulting, LLC	69
Counseling, OT, Speech, Behavior Support	4.16 hrs	Abundant Life	5
Speech	29.42 hrs	Achieve Rehabilitation	33
Speech	9.33 hrs	Above and Beyond Speech Therapy, LLC	19
OT	8.5 hrs	Cleveland, Joy	13
Behavior Support, Speech, OT	1 hr	Communication Associates	1
Behavior Support	2.5 hrs	Connecting the Pieces	5
OT, Speech	23.5 hrs	Connective Intervention Services, LLC	19
transportation	43 hrs	CountyWide	3
Speech	5 hrs	Crawford, Samantha	10
Speech	2.5 hrs	Cuddy, Christina	6
transportation	5 hrs	Deschon, Jeff and Toni	1
Speech	7.5 hrs	Eckels, Kristi	17
O&M	1.5 hrs	Eichhorst, Aaron	1

transportation	9.3 hrs	Elegant Arrivals	1
Speech, Counseling, OT	15.5 hrs	Enspire Consulting Group	28
transportation	85 hrs	ERDOS	17
O&M	1 hr	Flaherty, Erin	1
Speech, OT	21.66 hrs	Flourish Therapy, LLC	53
IA	25 hrs	Freysinger, Laurie	1
transportation	75 hrs	Frye Transportation	3
OT, PT, Speech	7.58 hrs	Glenn Denn Enterprises	17
transportation	25 hrs	GPS Transportation	1
transportation	25 Hrs	Griffith Transportation	1
Speech	3.66 hrs	Haas, Julie	13
OT	10 hrs	Hague, Brandi	29
Tutoring	0.25 hrs	Hauck, Matthew	1
Speech	5.75 hrs	Hazel, Elise	11
Speech	4.66 hrs	Hedlund, Christine	10
transportation	25 hrs	Heeter, Ronald	1

PT, OT, Speech, Counseling	16 hrs	Hello Hero	32
PT	0.5 hrs	Hogan, Josh	1
Speech, PT, OT, Hearing, Counseling, Behavior Support, Social Skills, Tutoring	20 hrs	Hope Learning Center	41
Speech, Counseling, Social skills, PT, Behavior	25.58 hrs	Humanus Corporation	50
Transportation	50 hrs	Keystone Bus DBA G&L Student Transportation	2
IA	450 hrs	LIbety Therapy Solutions	18
IA	20 hrs	Lopez, Cheyenne	1
Speech	13.5 hrs	M.J. SLP Services, LLC	29
OT	2 hrs	Mariacher, Kerry	3
Speech, OT, Counseling	4.33 hrs	Mary and Alexander Laughlin Children's Center	10
Speech	3 hrs	McKinney, Sarah	9
Transportation	5 hrs	Moore, Kyra	1
IA, Behavior Support	32 hrs	My Team ABA	1

PT, OT	1 hr	Niagara Therapy, LLC	2
Transportation	5 hrs	Odom, Denesha	1
Speech, OT, PT	18.75 hrs	Opening Doors Therapy	37
Speech	4 hrs	Ostrum, Erica	6
Speech, OT	11.83 hrs	OT and Me, LLC	24
Speech	4.83 hrs	Pierce, Angela	8
Transportation	5 hrs	Poff, Amy	1
Speech	0.5 hrs	Pollio, Nick	1
OT, Speech, PT, Counseling	18.35 hrs	Presence Learning	38
Speech	12.25 Hrs	Jillian Ranck	23
Speech, OT, PT	5.58 hrs	Reach Therapy	14
Evaluations	200 Hrs	Resiliant Minds	20
Speech	3 hrs	Jaynie Rossiter	6
Speech, OT, Vision, Behavior	31.33 hrs	Sayegh Pediatric Therapy Services	69
Speech	1.5 hrs	Seminack, Kierstin	3

Transportation	5 hrs	Shanta, Cyndi	1
OT	23 hrs	Simko, Emily	16
Speech	6 hrs	Smith, Kerry	14
Social Skills	1.66 hrs	Social Learning Pathways, LLC	2
Transportation	32 hrs	KTS Transit, LLC	3
Speech	40.5 hrs	Speech + Smiles Therapy	91
Speech	4 hrs	Speech and Beyond, LLC	9
Speech	6 hrs	Sugar Plum Speech, LLC	11
Speech	4.5 hrs	Support Brands, LLC	8
Tutoring	1.5 hrs	Team Tutor, LLC	4
Speech	10.66 hrs	The Speech Spot Pediatric Therapy, LLC	21
OT	4 hrs	TherAbilities, Inc	3
OT	8.5 hrs	Therapy Bridges	9
OT, Speech, Behavior Support, Tutoring, PT, Hearing, Counseling	144 hrs	Therapy Source	100
OT, Speech, Counseling	8.66 hrs	TinyEYE Therapy Services	22

Transportation	398.25 Hrs	TNF	22
Instructional Aide	5 hrs	Truth for Life	1
Counseling	24.5 hrs	Virtual Counselor	49
Tutoring	3 hrs	Tutoring to Go	3
Speech, OT, Counseling	268.5 hrs	US Healthcare	296
Transportation	5 hrs	Titus, Patricia	1
Transportation	5 hrs	Verostko, Paul and Wendy	1
Speech	1.5 hrs	Barbara Weber	3
Transportation	5 hrs	Wright, Gena	1
Transportation	10 hrs	Yahbee Transportation	1
OT	3.5 hrs	Zangus, Brandon	7
Intermediate Unit	25 hrs	Allegheny Intermediate Unit	2
Vision, PT	6 hrs	Kidswork Therapy	1
Vision, O&M	8 hrs	Western PA School for Blind	1

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2020-11-09

Upload Executive Summary (pdf only)

Pennsylvania Cyber CS Executive Summary.pdf

Administrative Procedures for Internal Controls of IEP Development- upload policies and procedures surrounding IEP development (pdf only)

Procedural Manual for IEP Development.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

Pennsylvania Cyber CS - Final Corrective Action Verification 2020.pdf

Special Education Personnel Development

Autism

Description of Training			
Understanding some of the researched based information as it relates to students with autism.			
Lead Person/Position		**Year of Training**	
Special Educator/Beaver County Schools		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
4	1	Community College of Beaver County	Sarah Ochtun

Training Date Complete

2025-04-03

Shell Education Workshop.pdf

Shell.pdf

Training Date Complete

2025-01-30

Ethical Considerations for Recovery.pdf

24-25 Ethical Considerations for Reevaluations ID Training_5a011a13.pdf

BehaviorSupport

Description of Training			
Trainings for writing IEPs, behavior needs, and working with students with disabilities			
Lead Person/Position		**Year of Training**	
Professor/Robert Morris University Staff		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
4	1	Robert Morris University	Kara Eckels

Training Date Complete

2024-10-14

RMU Trees Network Special Education Training.pdf

RMU Virtual Special Education Conference.pdf

Training Date Complete

2025-05-09

Teenage Risk.pdf

AGENDA 2025 STAR Conference.pdf

Training Date Complete

2025-04-17

SAP Team Training.pdf

Student Assistance Team Training.pdf

Training Date Complete

2024-10-08

ADHD Virtual Summit.pdf

Treatment Options for Students with ADHD.pdf

Paraprofessional

Description of Training	
This was looking at how to assess the new standards within the classroom and what the expectations are when it comes to the PSSAs.	
Lead Person/Position	**Year of Training**
Melissa Lanious/ TAC Team Beaver Valley Intermediate Unit	2025

Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	Beaver Valley Intermediate Unit	Thomas Lake

Training Date Complete
2025-01-28
Assessing Standards for PSSAs.pdf
Attendance Sheet.pdf
Training Date Complete
2025-03-25
Attendance Sheet_973137e8.pdf
Tools and Tips for IEP Implementation.pdf

Transition

Description of Training			
Discussion of various transition tasks and levels for students, ways to incorporate transition into the IEP and classes			
Lead Person/Position		**Year of Training**	
PATTAN Representative/Trainer		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
3	1	PATTAN	Kara Eckels

Training Date Complete
2024-08-01
2024 PA Community of Practice Transition.pdf
My Schedule_ Transition Conference.pdf
Training Date Complete
2024-07-11
Special Education Leadership Academy.pdf
Leadership Academy.pdf
Training Date Complete
2025-01-30
Ethical Considerations for Reevaluation of Students with Intellectual and Developmental Disabilities_f3d4c30d.pdf

24-25 Ethical Considerations for Reevaluations ID Training.pdf

ScienceofLiteracy

Description of Training			
The Reading League Annual Conference had various speakers talking about the latest practices in reading intervention, writing intervention and the implementation of these practices into reading curriculum.			
Lead Person/Position		**Year of Training**	
Reading Specialists/National Trainers		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
12	8	Reading League	Kristi Hronas, Edward Monahan, Megan Williams

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Training Date Complete
2024-10-16
Reading League Annual Conference.pdf
the-reading-league-conference-agenda-sept-2024.pdf
Training Date Complete
2024-09-23
IMSE_2565d742.pdf
IMSE Comprehensive OG Plus.pdf
Training Date Complete
2025-02-03
Purposeful Practice Math.pdf
PaTTAN Training Announcement - Designing Purposeful Practice in the Mathematics Classroom_ High-Impact Retention Strategies.pdf

ParentTraining

Description of Training			
Provided an understanding of the different types of special education supports			
Lead Person/Position		**Year of Training**	
Mike Shoaf and Nichole Seminara/ Special Education Supervisors		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	PA Cyber	Parents/Students

Training Date Complete

2024-10-16

Attendance Sheet_092c8d92.pdf

Understanding Special Education Supports.pdf

IEPDevelopment

Description of Training			
AI in Special Education, uses of AI to enhance SDI and instruction, uses of AI in IEP development			
Lead Person/Position		**Year of Training**	
CEC Presenter/Trainer		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
4	1	Council for Exceptional Children	Brooklynne Rochna, Meagan Crawford

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Training Date Complete

2024-11-05

Teacher Education Division of the Council for Exceptional Children.pdf

TEacher Education Division.pdf

Training Date Complete

2025-01-30

Ethical Considerations for Recovery_0da075d0.pdf

Creating an Educational Environment for Students with Intellectual and Developmental Disabilities.pdf

Training Date Complete

2025-02-05

STEELS Standards.pdf

STEELS Standards and IEP Goals.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	05/22/2025 09:41 AM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	05/22/2025 09:41 AM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1

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

3	Elementary	Full-time (1.0)	05/22/2025 09:42 AM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	05/22/2025 09:42 AM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 13
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Multiple	Full-time (1.0)	05/22/2025 09:42 AM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	05/22/2025 09:42 AM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	05/22/2025 09:42 AM

Building Name

Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 17
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Full-time (1.0)	05/15/2025 10:18 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Full-time (1.0)	05/15/2025 10:17 PM

Building Name
Pennsylvania Cyber CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
10	Secondary	Full-time (1.0)	05/15/2025 10:16 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
11	Secondary	Full-time (1.0)	05/15/2025 10:16 PM

Building Name	
Pennsylvania Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Multiple	Full-time (1.0)	05/15/2025 10:15 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	11 to 14
Age Range Justification		**FTE %**
Age range is four years		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Multiple	Full-time (1.0)	05/15/2025 10:12 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	12 to 16

Age Range Justification	FTE %
Age Range is four years	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Multiple	Full-time (1.0)	05/15/2025 10:11 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	13 to 17
Age Range Justification		**FTE %**
Age Range is four years		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	05/15/2025 10:09 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Secondary	Full-time (1.0)	05/15/2025 10:08 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Secondary	Full-time (1.0)	05/15/2025 10:07 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 20
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	05/15/2025 10:05 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	05/15/2025 10:04 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	05/15/2025 10:03 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 9
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	05/15/2025 10:02 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Elementary	Full-time (1.0)	05/15/2025 10:01 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Elementary	Full-time (1.0)	05/15/2025 10:00 PM

Building Name		
Pennsylvania Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	05/15/2025 09:59 PM

Building Name

Pennsylvania Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 13
Age Range Justification		**FTE %**
		1

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Building Improvements (includes CIP)	Midland and Regional Offices	8,090,586.30
Computer Equipment	Midland	1,986,945.04

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan

The Pennsylvania Cyber Charter School plans to expand its Pittsburgh-South Side Regional Office. This 3,337-sf expansion will enable PA Cyber to enhance its supplemental, enrichment, and social offerings for students and families. The projected occupancy of the expansion space is 12/1/2025.

Memorandum of Understanding

Organization	Purpose
MOUs are provided in the Safe School Report	MOUs are provided in the Safe School Report

**Upload of Memorandum of Understanding Document(s)
Do not include MOUs already reported in the Safe Schools Reports.**

MOUs are provided in the Safe Schools Report.pdf

Articulation Agreements

Partnering Institution

Robert Morris University

Agreement Type

Program/Course Area
College in High School

Upload Articulation Agreement
RMU CHS MOU 2025-26.pdf

Partnering Institution
Pennsylvania State University

Agreement Type

Program/Course Area
College in High School

Upload Articulation Agreement
PSU College in HS.pdf

Partnering Institution
Community College of Beaver County

Agreement Type

Program/Course Area
College in High School

Upload Articulation Agreement
CCBC HS DE Agreement Apprvd by HS.pdf

Management Survey

Charter School Management Survey

Charter School Name
Pennsylvania Cyber CS

Point of Contact Name
Brian Hayden

Point of Contact Telephone Number
724-888-7776

Extension

Point of Contact Email
brian.hayden@pacyber.org

Management Organization Information

As of the start of the current school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?
No

Does the charter school plan to add a management organization in the Future?
No

Signatures and Affirmations

Upload Board Affirmation Statement
CAR Report Affirmation.pdf

Date of Approval
2025-06-17

Charter School Annual Report Affirmation

Board President
Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Administrator
Brian Hayden

Charter School Law Affirmation

Board President
Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Administrator
Brian Hayden

Ethics Act Affirmation

Board President
Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Administrator
Brian Hayden

Charter School Annual Background Check Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Administrator

Brian Hayden

Charter Annual Administrative Certification Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Administrator

Brian Hayden

Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Administrator

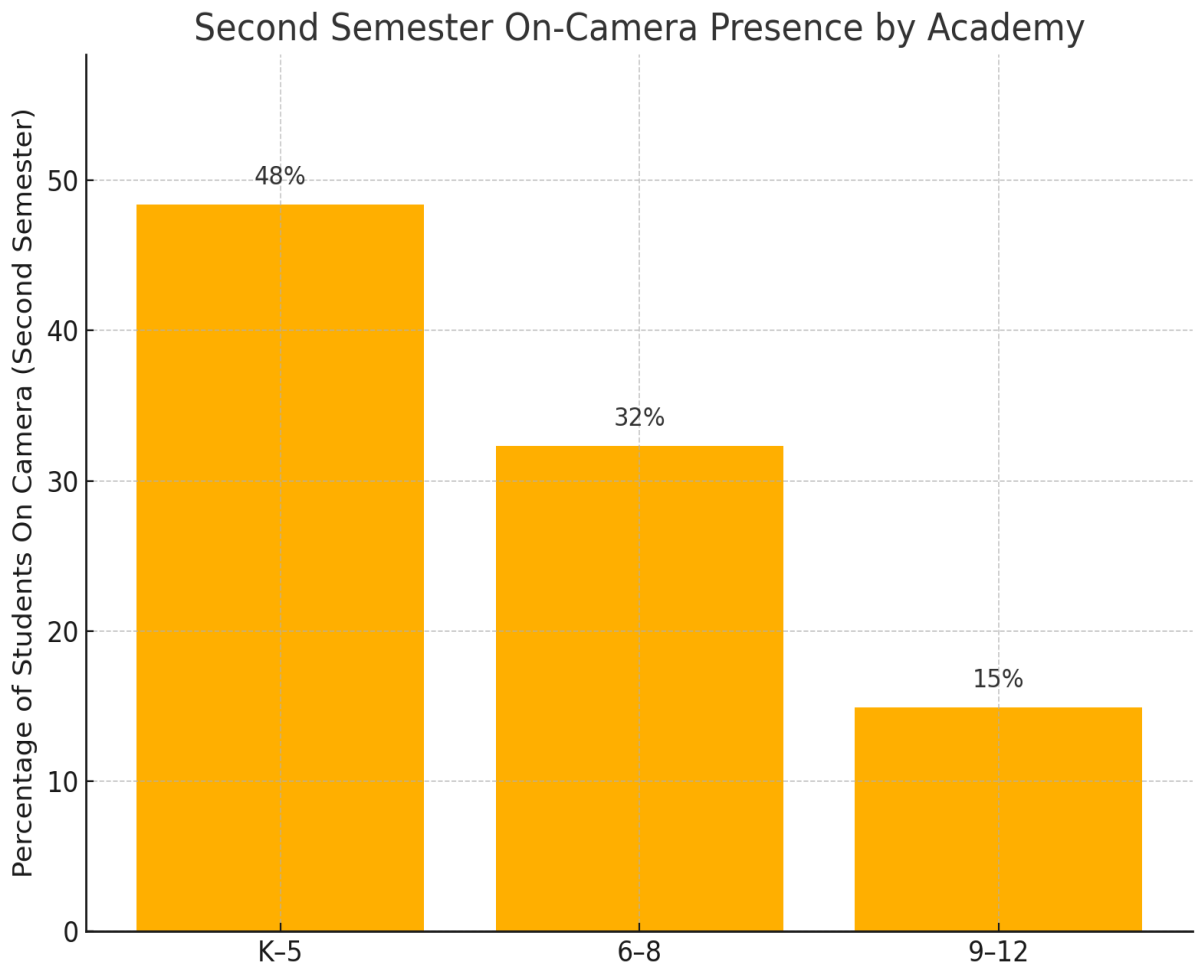
Brian Hayden

PROGRESS REPORT: Wellness/Participation Check Mandate – Background

In response to the requirements outlined in Section 1748.1-A, PA Cyber initiated preparations to implement weekly student wellness checks involving visible interaction between students and school personnel. These checks were formally introduced during the school's first academic in-service on **August 14, 2024**, with parent and student notifications distributed via email on **August 22, 2024**.

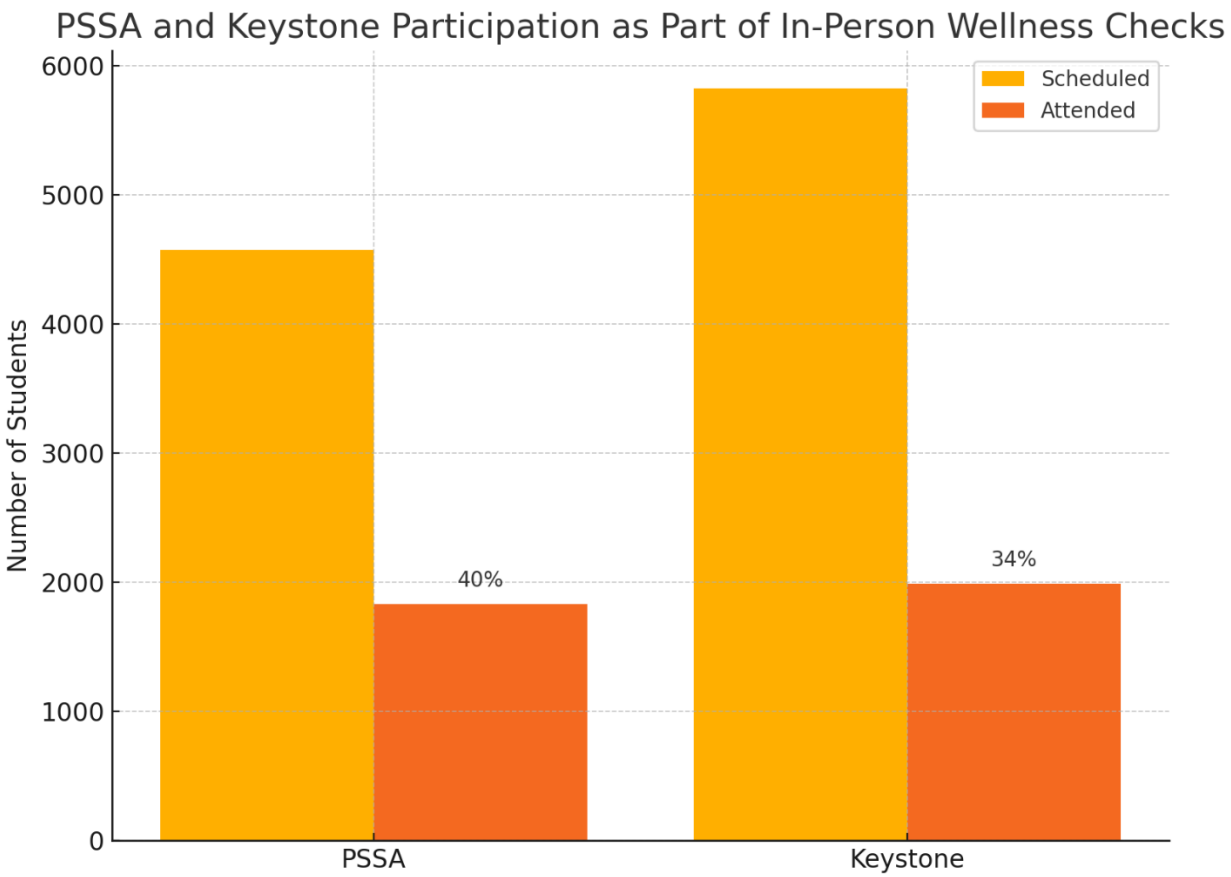
Initial implementation was delayed to allow for the development of a dedicated tracking tool within PA Cyber's Genius Student Information System (SIS). The implementation for the mandate's official tracking began **January 6, 2025**. Below you will find the data summary for active students based on live classroom sessions along with in-person checks at for students who attended state assessments across 32 sites located strategically in Pennsylvania.

DATA SUMMARY-Students who engaged in wellness checks by academy for the second semester.



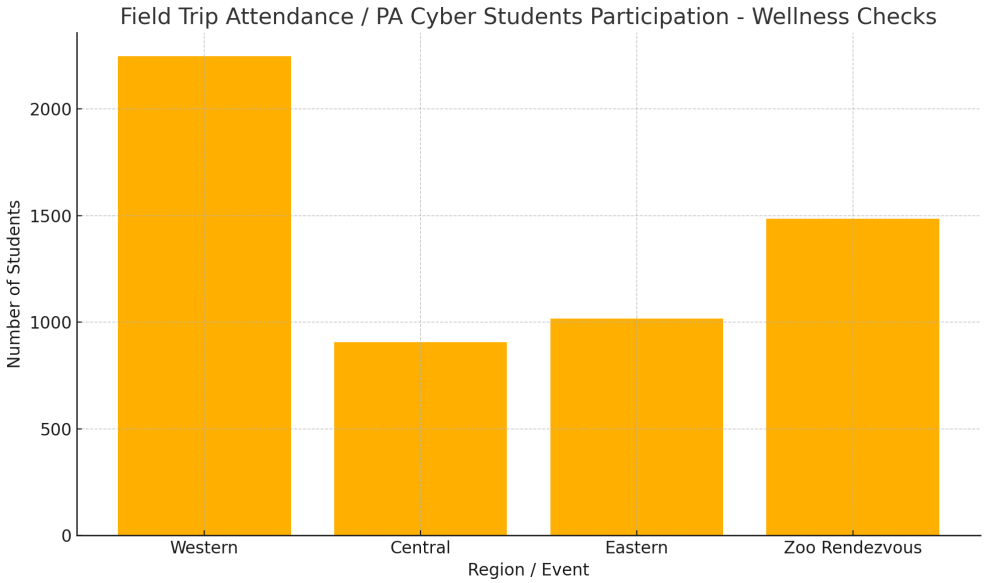
DATA SUMMARY-Students who engaged in wellness checks for the second semester during PSSA and Keystone Assessments.

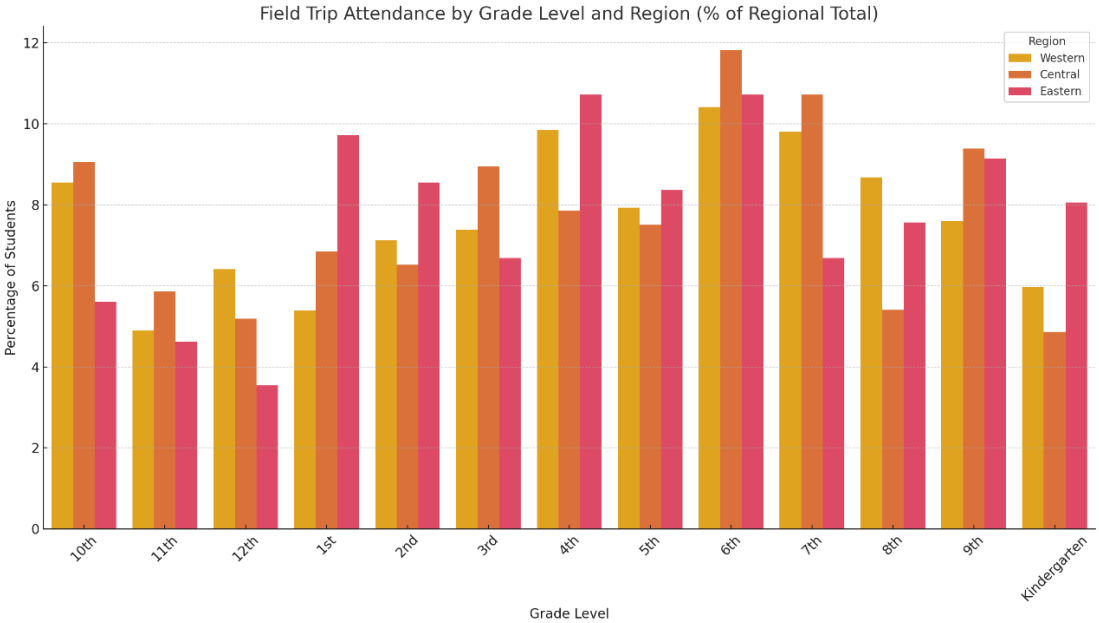
PSSA and Keystone Testing Participation/Wellness Checks

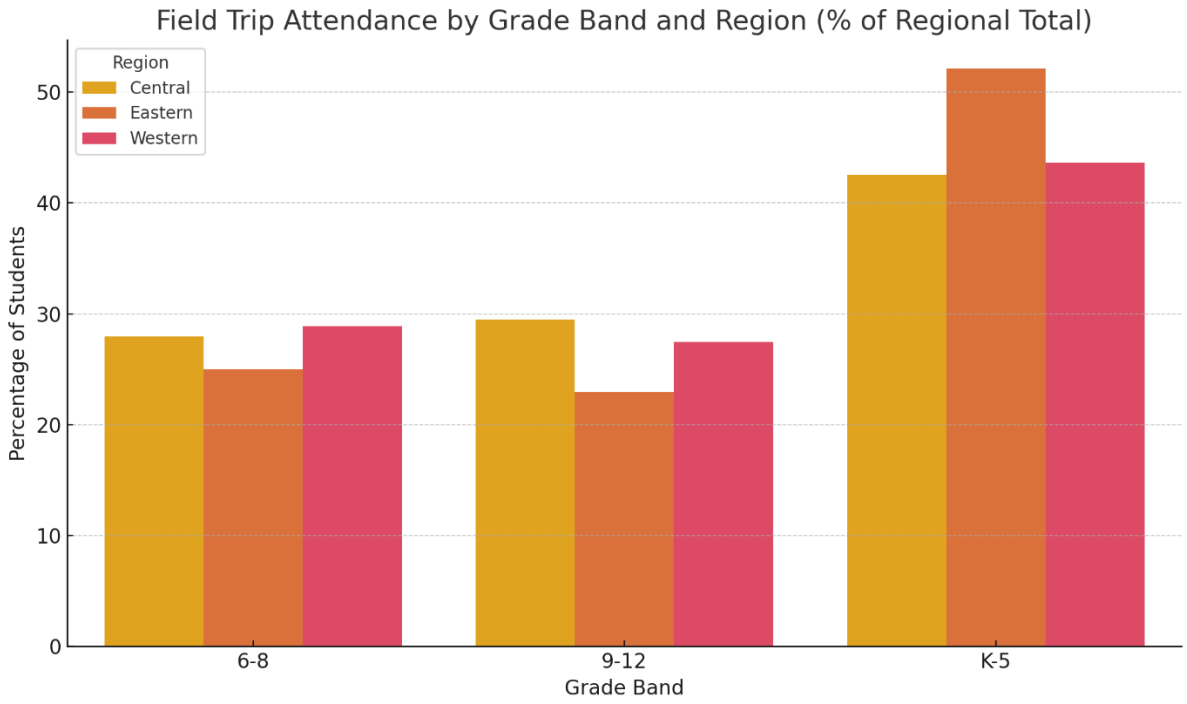


Next Steps for Wellness Checks-Enhancements

Engaging in reflective practices to commend and approve the process, the guidelines on page 5 of this document for the 25-26 SY will be implemented with an intentional approach to integrate all opportunities for wellness checks from classrooms/state assessments, tutoring, regional office events, clubs/workshops, family-link events, field trips, competitions, and student events. As an example in support of this approach, consider the data from PACyber's Family Link events for the 24-25SY!






Field Trip Attendance by Grade Band and Region (% of Regional Total)
Region
Central
Eastern
Western
Percentage of Students
0
10
20
30
40
50
6-8
9-12
K-5
Grade Band

GUIDELINES

The Pennsylvania Cyber Charter School Wellness Check Guidelines

Pennsylvania Public School Code Section 1748.1-A requires weekly wellness checks by cyber charter schools. Students must be visibly seen and communicated with by a school employee during wellness checks. The weekly wellness check is meant to verify the student is participating in educational activities and to ensure the student's well-being.

In compliance with Act 55, The Pennsylvania Cyber Charter School (PA Cyber) plans to implement the weekly wellness check requirements via the following means:

Classroom Time

PA Cyber's primary method of conducting wellness checks will occur during live instructional class time via the webcam, included within the laptop each student receives upon enrollment at the school. PA Cyber aims to implement webcam usage organically through daily class activities to ensure a safe and supportive environment for all students.

Extracurricular Opportunities

In addition to live instructional classroom time, students may also be visibly seen by other school staff through various means such as, but not limited to, field trips, regional office events, state testing, tutoring sessions, and clubs and workshops. Wellness checks conducted in this manner will supplement the classroom option to provide additional opportunities for students to be seen.

Alternative Opportunities

For extreme circumstances or situations that significantly hinder a student's ability to take part in the traditional wellness check, students may be granted the opportunity to take part in an alternative wellness check option that may be conducted one-on-one with a PA Cyber staff member and the student. These situations will be determined on an as-needed basis, with approval by a member of the school's leadership team.

Tracking

When weekly wellness checks are completed, staff will utilize available school technology to track individual student compliance. Teachers will mark that a wellness check is complete through attendance tracking within our Student Information System when the student attends class and is visible on the webcam. Staff will mark that a wellness check is complete within a designated area within our Student Information System when the student is seen and communicated with by a school employee.

PA Cyber is committed to meeting and demonstrating compliance with wellness check requirements and will continue to evolve internal practices to ensure the well-being of all students. Information on required wellness checks will be shared with families upon enrollment.

Charter

Commonwealth of Pennsylvania

Charter to operate a public school known as Pennsylvania Cyber Charter School

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. § 17-1745-A, the Board of Trustees of Pennsylvania Cyber Charter School is hereby granted a Charter to operate a public cyber charter school for the period commencing on July 1, 2020 and ending on June 30, 2025. The grant of this Charter was approved by the Pennsylvania Department of Education on September 11, 2019.

It is specifically understood and agreed between the signatories hereto that:

1. the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§ 17-1741- A — 17-1751-A, any amendments thereto enacted during the term of this Charter and any regulations or standards applicable to cyber charter schools;
2. Pennsylvania Cyber Charter School will enroll no more than 11,677 students during the time period Pennsylvania Cyber Charter School retains the accountability designation of Comprehensive Support and Improvement or until a written amendment, Which reflects a mutual agreement of Pennsylvania Cyber Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter.
3. the granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on or by October 1, 2011, any previous application(s) approved by the Pennsylvania Department of Education and the enrollment parameter stated herein. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth;
4. this Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;
5. this Charter may be renewed for additional periods of five-year durations and upon any such renewal, a new charter shall be executed by the parties;
6. the Department reserves the right to continue to assess and review Pennsylvania Cyber Charter School's operation of the cyber charter school and notify Pennsylvania Cyber Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Pennsylvania Cyber Charter School, if necessary, including revocation or nonrenewal of this Charter based on any information

that was or could have been reviewed prior to this charter renewal or that may be discovered during future or ongoing assessments or reviews; and

7. this Charter can only be terminated in accordance with the provisions of applicable law. Wherefore, the undersigned, intending to be legally bound hereby set their hands 16th day of September, 2019.

Board of Trustees

Brian Hayden, Chief Executive Officer, Non-Voting
Edward Elder, President
Phillip Tridico, Vice President
Matthew Schulte, Treasurer, Non-Voting
Casie Colalella, Secretary, Non-Voting
Cheryl Leydig, Interim Board Secretary, Non-Voting
Joseph Askar, Solicitor, Non-Voting
Judy Garbinski, Trustee
Jayne Lingenfelder, Trustee
Tom Dorsey, Trustee
Chester Thompson, Trustee
Steve Robinson, Trustee

Pennsylvania Department of Education

Pedro A. Rivera, Secretary

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

June 13, 2025

Brian Hayden, Chief Administrator
Pennsylvania Cyber Charter School
652 Midland Avenue
Midland, PA 15059

Dear Mr. Hayden,

Based on a thorough review of Pennsylvania Cyber Charter School's (PA Cyber) renewal application and other documentation, the Pennsylvania Department of Education (Department) is renewing PA Cyber's charter, subject to the information contained in this letter and any areas for correction noted within the Decision to Renew Charter and Appendix A. The renewed charter shall be effective for a term of five years, beginning July 1, 2025, and ending June 30, 2030.

The Department will continue to monitor and examine PA Cyber's operations throughout this term to determine whether PA Cyber is meeting the terms of its charter, the requirements of the Charter School Law, and other applicable state and federal mandates. By granting a renewed charter, the Department does not waive and expressly reserves the right to notify PA Cyber of any violation of the terms and conditions of its charter and to seek correction of such violation. In addition, the Department does not waive and expressly reserves the right to take action against PA Cyber in the form of charter revocation or nonrenewal for reasons including, but not limited to, those discussed in this letter or the attached Decision to Renew Charter and Appendix A.

Please note that the Department will continue to monitor the progress of PA Cyber's students by reviewing various data points (e.g., students' academic achievement, assessment participation rate, PASA participation, academic growth, and adjusted cohort graduation rates). And, based on standards for annual meaningful differentiation as identified by Pennsylvania's ESSA State Plan, each year, the Department will calculate and evaluate PA Cyber's progress toward meeting or exceeding its long-term goals.

The Department will require any cyber charter school that is designated for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (A-TSI) to take specific corrective actions. Through regional improvement teams, the Department will provide technical assistance and support in developing, implementing, and monitoring evidence-based strategies aligned to each school's most pressing needs. Cyber charter schools designated for CSI or A-TSI will be required to partner with regional improvement teams for the duration of their designation. Failure to exit CSI status may serve as a basis for revocation or nonrenewal of PA Cyber's charter.

If you have any questions regarding this letter, please contact Randy Seely, Division Chief, Division of Charter Schools by email at rseely@pa.gov or by telephone at (717) 705-0353.

Sincerely,

C. Rowe

Carrie Rowe, Ed.D.
Acting Secretary of Education

PENNSYLVANIA DEPARTMENT OF EDUCATION

Pennsylvania Cyber Charter School Renewal Application	:	**Charter Renewal Effective July 1, 2025 – June 30, 2030**

Decision to Renew Charter

Pursuant to the Charter School Law (CSL), 24 P.S. §§ 17-1701-A – 17-1751-A, the Pennsylvania Department of Education (Department) has the authority and responsibility to renew or not renew the charter of a cyber charter school. 24 P.S. § 17-1741-A(a)(3). The Department may decide not to renew a charter based on the criteria set forth in section 1729-A of the CSL, 24 P.S. § 17-1729-A. A cyber charter school must be in compliance with the material conditions, standards, and procedures contained in the written charter; meet the requirements for student performance set forth in 22 Pa. Code Chapter 4; meet generally accepted standards of fiscal management and audit requirements; be in compliance with the CSL and all other applicable law; provide all material components of each student's education; and maintain the financial ability to provide services.

The Department granted a charter to Pennsylvania Cyber Charter School (PA Cyber) for the term of July 1, 2020, through June 30, 2025. PA Cyber submitted a renewal application to continue operating a cyber charter school on October 25, 2024.

Based on a comprehensive review of PA Cyber's operation during the charter term beginning July 1, 2020, including the information submitted with its renewal application; information gathered by the Department's representatives; and other sources of data, the Department is renewing PA Cyber's charter to operate a cyber charter school, subject to this Decision to Renew Charter, the areas for correction noted within Appendix A, and the mutually agreed-upon enrollment parameters outlined herein.

The baseline enrollment number from which any enrollment parameter will be calculated is PA Cyber's highest enrollment in the three years immediately preceding PA Cyber's application for renewal. The baseline number would be used to calculate a one-time 10% enrollment increase that may not be surpassed during any time period PA Cyber is designated for CSI. PA Cyber and the Department have agreed to an enrollment parameter of 12,000 students.

The enrollment parameter will remain in effect at any time PA Cyber is designated CSI and would be lifted if PA Cyber exited CSI. In the event the funding formula for cyber charter schools changes, or if another pandemic is declared, this enrollment parameter may be revisited.

The renewed charter shall be effective for a term of five (5) years beginning July 1, 2025, and ending June 30, 2030.

The Department reserves the right to continue to assess and review PA Cyber's operation and to take action to revoke PA Cyber's charter based on any information that was or could have been reviewed prior to this charter renewal or discovered during future or ongoing assessments or reviews. The Department does not waive and expressly reserves the right to notify PA Cyber of any violation and to take action against PA Cyber, if necessary, including revocation or nonrenewal of the charter.

The Department is also providing written notice to PA Cyber of areas of the operation of its cyber charter school that require attention and correction. This notice is provided to allow PA Cyber the opportunity to address areas that may not be in compliance with applicable requirements. Failure to address areas identified by the Department may result in additional action by the Department, including revocation of the charter.

C. Rowe

Carrie Rowe, Ed.D.
Acting Secretary of Education

Date Mailed: June 13, 2025

APPENDIX A

Pursuant to section 1742-A of the Charter School Law (CSL), 24 P.S. § 17-1742-A, the Pennsylvania Department of Education (Department) has conducted an assessment and review of Pennsylvania Cyber Charter School (PA Cyber). Based on this assessment and review, the Department has identified areas of operation which PA Cyber must further examine and address.

PA Cyber must be prepared to provide information and documentary evidence to the Department during any future Department review of the cyber charter school's operations that demonstrates that the cyber charter school operates in compliance with all applicable requirements. Additionally, as described below, PA Cyber must be prepared to provide the Department with information and documentary evidence as to how it addressed or is working to address each of the areas identified below:

- Assessment Participation
- Academic Proficiency
- Graduation Rate

PA Cyber School must improve its assessment and accountability program.

A cyber charter school must meet the requirements for student performance set forth in 22 Pa. Code Chapter 4, including state student assessment requirements in Chapter 4. 22 Pa. Code §§ 4.51-4.52. The Department expects all schools, including cyber charter schools, to improve academically from the prior year, as demonstrated by various indicators, individually, collectively, or in any combination.

The Department examined various indicators related to PA Cyber's academic performance over its charter term, including, but not limited to, assessment participation and academic achievement.

In 2018-19, PA Cyber's assessment participation rate was 79.5% on the ELA assessment, 79.4% on the math assessment, and 82.6% on the science assessment. With the onset of the pandemic, PA Cyber's participation rate, along with all other cyber charter schools' participation rates, dropped substantially. Although the participation rate is recovering, in 2023-24 the participation rate was 65.6% on the ELA assessment, 65.9% on the math assessment, and 68.8% on the science assessment. This is substantially lower than the 95% assessment participation rate that schools are to attain annually. PA Cyber's Title I grant award is currently in reimbursement status due to these extremely low participation rates, and the Department will continue to closely monitor this issue and PA Cyber's efforts to improve. Further, it was noted as part of the renewal process that PA Cyber has a high percentage of students taking the Pennsylvania Alternative System of Assessment Dynamic Learning Maps (PASA DLM). This assessment is appropriate for students with significant cognitive disabilities who meet several requirements as determined by the students' IEP teams. According to the Elementary and Secondary Education Act, Pennsylvania must ensure that no more than 1% of the total tested students are assessed on an alternate assessment. PA Cyber exceeded the requirement to assess no more than 1% of students on the state alternate assessment in 2024 by assessing 2.2% in ELA and Math on the PASA DLM. Notably, PA Cyber's alternate assessment participation rates reach up to 3.07% in certain grade/subject combinations. The Department has identified PA Cyber as a Tier 2 school for PASA participation, which means that PA Cyber must submit a justification for these numbers to the Department. It is the Department's

expectation that PA Cyber's policies and procedures accurately reflect the criteria that must be met in order for a student to qualify for the PASA DLM. Overidentification of students may result in increased monitoring or additional action.

Additionally, PA Cyber's assessment proficiency lags well behind the average of traditional school districts. In 2022-23, the percentage of students achieving proficient and advanced on the ELA combined PSSA and Keystone tests was at 31%, and in 2023-24, this percentage dropped to 27.4%. However, the average for school districts in 2022-23 was at 57.6%, and in 2023-24 that percentage remained at 56.9%. This difference is even more pronounced on the math combined PSSA and Keystone assessment, where the 2022-23 percentage of PA Cyber students proficient and advanced was at 12.8% and dropped to 12.5% in 2023-24. For school districts, the percentage in 2022-23 was 41.1%, increasing to 43.3% in 2023-24. There are similar numbers in the percentage proficient and advanced on the combined PSSA and Keystone science assessments. In 2022-23, PA Cyber had 34.9% of its students proficient or advanced, and that number dropped in 2023-24 to 30.9%. Traditional public schools had 63.2% of their students proficient or advanced in both 2022-23 and 2023-24. On the state Keystone assessments, PA Cyber, while outperforming the cyber charter school average and brick-and-mortar charter average in most areas, still lags behind traditional school districts. On the Literature assessment, in 2022-23, PA Cyber had 56.5% of its students proficient or advanced, compared to 67.4% of traditional public schools. That gap increased in 2023-24, where PA Cyber had 49.8% of its students proficient or advanced, compared to 65.6% of traditional public schools. On the Algebra assessment, in 2022-23 PA Cyber had 25% of its students attain proficient or advanced, compared to 36.6% for traditional public schools. That gap increased substantially in 2023-24, where 24% of PA Cyber students attained proficient or advanced, compared to 44.6% of traditional public schools. On the Keystone Biology assessment, 37.2% of PA Cyber's students attained a score of proficient or advanced in 2022-23, while 53.3% of the students enrolled in traditional public schools attained those scores. In 2023-24, PA Cyber's percentage decreased to 31.9%, while 53.5% of the students in traditional public schools attained proficient or advanced scores.

When reviewing academic growth, PA Cyber has mixed results. Growth has been well below standard for students on the PSSA math assessments for 2022, 2023, and 2024. The same is true for English Language Arts, although PSSA Science growth for both 4th grade and 8th grade has met or exceeded standards. Similarly, growth has been well below standard on the Keystone Algebra and Biology tests but at or above standard on the Keystone Literature test.

PA Cyber's graduation rate is another area of concern. While traditional public school districts averaged a graduation rate of just under 90% for the last three years, PA Cyber's 4- and 5-year combined cohort graduation rate is under 70%. The rate was 62.7% in 2021-22, 65.2% in 2022-23, and 69.5% in 2023-24. This improvement is encouraging and is now just above the 67% threshold used to designate school improvement. However, these numbers are still low. Therefore, notwithstanding that the Department has renewed PA Cyber's charter, the Department may require corrective action and/or use designation as a CSI school or failure to exit CSI status as a basis for nonrenewal or revocation of PA Cyber's charter; as PA Cyber is designated as a school needing improvement (CSI, TSI, or A-TSI), PA Cyber must be prepared to provide to the Department the following:

- A comprehensive needs analysis that identifies the root causes of poor student achievement results;
- A comprehensive data analysis that examines PSSA, Keystone, and PASA DLM data;

- An assessment participation plan submitted through the Future Ready Comprehensive Planning Portal (FRCPP) each year the school fails to attain a 95% participation rate on state assessments[1];
- An explanation of remedial programs that PA Cyber will use to ensure progress from year to year.

[1] A school that does not meet the 95% participation rate on state assessments may be required to submit an assessment participation plan through the FRCCP, regardless of designated school improvement status.

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a public school known as
PENNSYLVANIA CYBER CHARTER SCHOOL

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. § 17-1745-A, the Board of Trustees of **Pennsylvania Cyber Charter School** is hereby granted a Charter to operate a public cyber charter school for the period commencing on **July 1, 2025**, and ending on **June 30, 2030.** The grant of this Charter was approved by the Pennsylvania Department of Education on 30th day of June, 2025.

It is specifically understood and agreed between the signatories hereto that:

1) Pennsylvania Cyber Charter School's Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§ 17-1741-A – 17-1751-A, any amendments thereto enacted during the term of this Charter and any regulations or standards applicable to cyber charter schools;

2) Pennsylvania Cyber Charter School may not expand its enrollment beyond a 10% increase of its highest enrollment of the previous three years from the date of the renewal application. The Pennsylvania Department of Education and the Pennsylvania Cyber Charter School have agreed to establish a parameter of 12,000 students. Such an enrollment parameter may not be surpassed during any period Pennsylvania Cyber Charter School retains the accountability designation of CSI or until a written amendment, which reflects a mutual agreement of Pennsylvania Cyber Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter;

3) The granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on October 25, 2024, any previous application(s) approved by the Pennsylvania Department of Education, and the enrollment parameter stated herein. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth herein;

4) This Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

5) This Charter may be renewed for additional periods of five-year durations and upon any such renewal, a new charter shall be executed by the parties;

6) The Pennsylvania Department of Education reserves the right to continue to assess and review Pennsylvania Cyber Charter School's operation of the cyber charter school and notify Pennsylvania Cyber Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Pennsylvania Cyber Charter School, if necessary, including revocation or nonrenewal of this Charter based on any information that was or could have been reviewed prior to

this charter renewal or that may be discovered during future or ongoing assessments or reviews; and

7) This Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 30th day of June, **2025**.

ATTEST:

BOARD OF TRUSTEES

ATTEST:

PENNSYLVANIA DEPARTMENT OF EDUCATION

Carrie Rowe, Ed.D

PAcyber
The Pennsylvania Cyber Charter School

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Steve Robinson
Name of Attendee

The Pennsylvania Cyber Charter School
Organization Name

Signature of PA Cyber Charter School Representative

May 31, 2023
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

PAcyber
The Pennsylvania Cyber Charter School

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Edward Elder
Name of Attendee

The Pennsylvania Cyber Charter School
Organization Name

Signature of PA Cyber Charter School Representative

May 31, 2023
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

PAcyber
The Pennsylvania Cyber Charter School

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Tom Dorsey
Name of Attendee

The Pennsylvania Cyber Charter School
Organization Name

Signature of PA Cyber Charter School Representative

May 31, 2023
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

PAcyber
The Pennsylvania Cyber Charter School

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Marc Strawderman
Name of Attendee

The Pennsylvania Cyber Charter School
Organization Name

Signature of PA Cyber Charter School Representative

May 31, 2023
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

PAcyber
The Pennsylvania Cyber Charter School

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Dan LeRoy
Name of Attendee

The Pennsylvania Cyber Charter School
Organization Name

Signature of PA Cyber Charter School Representative

May 31, 2023
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

PAcyber
The Pennsylvania Cyber Charter School

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

John Haynes
Name of Attendee

The Pennsylvania Cyber Charter School
Organization Name

Signature of PA Cyber Charter School Representative

May 31, 2023
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

PAcyber
The Pennsylvania Cyber Charter School

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Robert Bickerton
Name of Attendee

The Pennsylvania Cyber Charter School
Organization Name

Signature of PA Cyber Charter School Representative

May 31, 2023
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

August 14, 2024 Regular Meeting @ 4:30PM (Wednesday, August 14, 2024)
Generated by Cassandra Kirkland on Wednesday, August 21, 2024
Members present
Steve Robinson (in-person), Edward Elder (in-person), Tom Dorsey (via Zoom entered after roll call) Marc Strawderman (via Zoom) Dan LeRoy (via Zoom), John Haynes (in-person)

Meeting called to order at 4:35 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments

1. Keely McFall- (9-12 SPED Academic Advisor)-Discussion about July final offer
2. Charlotte Chase- (SPED Academic Advisor)- Spoke about the last proposal, roster size and work location
3. Chelsea Kmetz- (VC Teacher)- Talked about Virtual Class Teacher contract
4. Sarah Ochtun- (SPED Education Teacher)- Discussed Final Offer and bargaining

3. Board

Action, Minutes: 3.1 Approval of the June 12, 2024 Regular Meeting Minutes

Consent Vote: (3.1-3.2)

Recommend the Board of Trustees approve the June 12, 2024, Regular Meeting Minutes, as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes

Action, Minutes: 3.2 Approval of the June 12,2024 Reorganization Meeting Minutes
Consent Vote: (3.1-3.2)

Recommend the Board of Trustees approve the June 12, 2024 Reorganization Meeting Minutes, as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes

Action: 3.3 Approval to Appoint New Board Member
Joe Askar (Solicitor)- administered the oath of office to Robert Bickerton.

Recommend the Board of Trustees approve the nomination/appointment of Mr. Robert Bickerton to the Board of Trustees of the Pennsylvania Cyber Charter School.

Motion by John Haynes, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes

4. Finance

Action: 4.1 Approval of Finance Reports

Consent Vote: (4.1-4.2)

Matt Schulte (Chief Financial Officer)- provided a high-level overview of the budget

Recommend the Board of Trustees approve the following finance reports:
* Preliminary and Unaudited General Fund Balance Sheet and Profit & Loss Statement as of June 30, 2024
* Preliminary and Unaudited Internal Service Fund Balance Sheet and Profit & Loss Statement as of June 30, 2024
* Accounts Receivable Reports as of June 30, 2024 for the 2016/2017, 2017/2018, 2018/2019, 2019/2020 and 2023/2024 school years
* Check Registers for the month of June 2024
* Treasurer's Report as of June 30, 2024

Motion by Marc Strawderman, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 4.2 Approval of Settlement Agreement
Consent Vote: (4.1-4.2)

Recommend the Board of Trustees approve the Settlement Agreement between PA Cyber and Millcreek Township SD subject to final legal review.

Motion by Marc Strawderman, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

5. Education

Action: 5.1 Approval of the renewal of SILVER STRONG and ASSOCIATES Thoughtful Classroom

Consent Vote: (5.1-5.10)

Recommend the Board of Directors approve the renewal of Silver Strong & Associates contract as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.2 Approval for Hospital School Services-Children's Hospital of Philadelphia (CHOP)-Instructional Time
Consent Vote: (5.1-5.10)

Recommend the Board of Trustees approve the Guarantee of Payment Agreement with the Children's Hospital of Philadelphia (CHOP) for hospital school services as presented

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.3 Approval of Confidential Settlement Agreement and Release – Student File No. 154-24
Consent Vote: (5.1-5.10)

Recommended the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 154-24, as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.4 Approval of Special Education Contracts Requiring Signature
Consent Vote: (5.1-5.10)

Recommend the Board of Trustees approve the August 2024 contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.5 Approval of Special Education New, Renewal and Revised contracts.
Consent Vote: (5.1-5.10)

Recommend the Board of Trustees approve the August 2024 New, Renewal and Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.6 Approval of Watch Me Grow Club
Consent Vote: (5.1-5.10)

Recommend the Board of Trustees approve the Watch Me Grow Club as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.7 Approval of Bent Creek Country Club Catering Contract
Consent Vote: (5.1-5.10)

Recommend the Board of Trustees approve the catering contract between The Pennsylvania Cyber Charter School and the Bent Creek Country Club.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.8 Approval of American Curriculum Consultants Coaching Cycles, Instructional Mentoring, and PD
Consent Vote: (5.1-5.10)

Recommend the Board of Trustees approve American Curriculum Consultants to continue to provide the service of PD and Coaching cycles with Instructional mentoring for Algebra I teachers in the 9-12 Academy during the 24-25 school year.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.9 Approval of CSI/SIP-(Comprehensive Support and Improvement/School Improvement Plan)
Consent Vote: (5.1-5.10)

Recommend the Board of Trustees approve the 2024-2027 CSI/SIP plan as presented

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 5.10 Approval of Class Technologies Interactive Recordings

Consent Vote: (5.1-5.10)

Recommend the Board of Trustees ratify the purchase with Class Technologies, Inc. for Class interactive playbacks and storage as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

6. Facilities and Grounds

Action: 6.1 Approval of Awarding Contracts for PA Cyber Operations Center Project

Recommend the Board of Trustees award the following contracts for the PA Cyber Operations Center project and grant authority to the CEO to execute contract documents pending final legal review and approval.
1) For General Construction, to Dimarco Construction in the amount of $16,048,000.00
2) For Mechanical Construction to, EAST-WEST in the amount of $1,225,000.00
3) For Electrical Construction to, A & MP in the amount of $1,655,000.00
4) For Technology Construction to, Merit in the amount of $498,000.00
5) For Plumbing Construction to, Enders in the amount of $353,000.00
6) For Fire Protections Construction to, Interstate in the amount of $367,500.00

Motion by John Haynes, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

7. Personnel

Action: 7.1 Approval of June 2024 and July 2024 Employee Leave Report

Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the June 2024 and July 2024 Employee Leave Report as presented.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 7.2 Approval of New Hires
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 7.3 Approval of Employee Changes
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments as presented.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

8. Technology

Action: 8.1 Approval of Adobe VIP Creative Cloud Renewal Agreement

Consent Vote: (8.1-8.4)

Recommend the Board of Trustees approve the renewal agreement for 4,000 Adobe VIP Creative Cloud licenses in the amount of $19,680 as presented.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 8.2 Ratification of the Microsoft Enrollment for Education Solutions (EES) Agreement
Consent Vote: (8.1-8.4)

Recommend the Board of Trustees approve the annual pricing for the Microsoft EES Agreement that was presented at the June 2024 board meeting.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 8.3 Approval of Staff Laptop Purchase - Dell 3550 Model
Consent Vote: (8.1-8.4)

Recommend the Board of Trustees approve the purchase of fifty (50) Dell 3550 model laptops in the amount of $59,913 per the COSTARS Software Agreement 199069

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 8.4 Approval of Staff Laptop Purchase - Dell 3340 Model
Consent Vote: (8.1-8.4)

Recommend the Board of Trustees approve the purchase of Eighty (80) Dell 3340 model laptops in the amount of $74,622.40 per the COSTARS Software Agreement 199069

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

9. Operations

Action: 9.1 Approval of Renewal of Kirkpatrick Group Public Relations Firm Contract

Consent Vote: (9.1-9.2)

Dan LeRoy (Board of Trustee) - Asked a question. What is the big picture overview of using this PR Firm? Scot Rutledge (Director of Marketing & Communications)- Answered the question. This past year there has been more meaningful placements and as a result more targeted.

Recommend the Board of Trustees approves the renewal contract with the Kirkpatrick Group for Public Relations services as presented.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

Action: 9.2 Approval of Project Management Agreement
Consent Vote: (9.1-9.2)

Recommend the Board of Trustees approval the project management and consulting agreement as presented.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden

-In-Service was excellent. Jimmy Casas did a good job.
-Spoke about the PDE Budget- There's a change in funding for Special Education rates. The cuts will take place in January 1, 2025. We won't know the impact toll of this until 2025 fiscal year. Mr. Hayden said, that over the next two years, there will be no significant changes in operations.

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-CSI/SIP Comprehensive Plan for 2024-2027
-Graduation and Grade Level Course Completion for 4th and 5th Year Cohorts
-English Language Development (ELD)and Increased Student Achievement
- Student Engagement and Promotion
-Induction- Requirements for Teachers and Education Specialists
-Charter Renewal

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
-Prepping for first day of school
-New Live Instructional Platform
-Next Month-Curriculum vendors presentation
-Title IV funds

Information, Presentation, Report: 10.4 Enrollment Report: Nicole Granito, COO
-Busy time for enrollment
-New student enrollment is behind
-There's a new cyber charter school which could be a factor in enrollment.

Ed Elder (Board of Trustee)- Wanted to know the budgeted number of students? Nicole Granito answered, "for the start of the school 10,400 and 11,000 for the school year.

Discussion, Information, Report: 10.5 Regional Office Report: Eric Woelfel, DCOO
-Kick off of the Back-to-School Activities
- Great Starts Day
-Regional Offices will kick -off events

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
-Moment in History series is nominated for another Emmy.
-Ed Miles- (PA Cyber Graphic Designer)-made the front page of the Beaver County Times for painted mural in Beaver Falls.

-Tom Dorsey (Board of Trustee)- had a question about ads in Philadelphia. Scot Rutledge explained that the Philadelphia area is a tough market to get into.

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments

All Board members welcomed the new board member Bob Bickerton, thanked the staff and wished everyone a successful new school year.

12. Adjournment

Information: 12.1 Next Regular Meeting - September 11, 2024 @ 4:30 PM

Action: 12.2 Adjourn

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes

The August 14, 2024 Regular Meeting was adjourned at 5:49 PM.

Minutes Approved by: _____ Date:_____

13. Executive Session

Discussion, Information: 13.1 Executive Session for Legal and Personnel Matters

8-14-2024 Executive Session information provided by Joseph Askar, Solicitor

Start Time: 3:30 pm
End Time: 4:23 pm

Board Attendees	**Add'l Attendees**
J. Haynes S. Robinson	B. Hayden F. Spigelmyer
E. Elder T. Dorsey	E. Woelfel M. Schulte
M. Strawderman	N. Granito J. Askar, Esq
	Micah Saul, Esquire

September 11, 2024 Regular Meeting @ 4:30PM (Wednesday, September 11, 2024)
Generated by Cassandra Kirkland on Monday, September 16, 2024
Members present
Steve Robinson (in-person), Edward Elder (in-person), Marc Strawderman (via Zoom), John Haynes (in-person), Robert Bickerton (in-person). John Haynes left the meeting at 5:22PM.
Members Not Present: Tom Dorsey, Dan LeRoy

Meeting called to order at 4:37 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

Procedural: 1.3 Pledge of Allegiance and Moment of Silence

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments

1. Loretta Fairley- (PA Cyber Parent)-Talked about the duties of the Academic Advisors and their relationship with students
2. Elia Mikhail- (PA Cyber Graduate)-Spoke about the benefits of having an Academic Advisor
3. Keely McFall- (SPED Academic Advisor)-Discussed having a fair contract
4. Jenna Shedlock- (SPED Teacher)-Spoke about the value of having Academic Advisors and Counselors
5. Bob Pyle- (Virtual Classroom Teacher)- Discussed employee economic hardships
6. Lon Valentine- (Virtual Classroom Teacher)- Talked about why he supports PSEA
7. Lyndsay Bittner- (Former PA Cyber Employee)-Discussed her former position at PA Cyber
8. Cary Deleuze- (Academic Advisor)-Discussed roster size and additional responsibilities.
9. Erin Mills- (Academic Advisor)-Read a letter from a former employee
10. Valerie Nizer- (Academic Advisor)- Spoke about bargaining and her desire for more meaningful conversations

*Steve Robinson (PA Cyber Board President)- Read a prepared statement regarding good faith bargaining

3. Board

Action, Minutes: 3.1 Approval of the August 14,2024 Regular Meeting Minutes

John Haynes left the meeting @ 5:22PM.

Recommend the Board of Trustees approve the August 14, 2024, Regular Meeting Minutes, as presented.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

4. Finance- (NO ITEMS)

5. Education

Action: 5.1 Approval of Special Education New, Renewal and Revised contracts.
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the September 2024 new, revised and renewal contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.2 Approval of Confidential Settlement Agreement and Release – Student File No. 525-23
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 525-23, as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.3 Approval of Special Education Contracts Requiring Signature
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the September 2024 contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton

Not Present at Vote: John Haynes

Action: 5.4 Approval of Dental Services Contract
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the 2024-2025 Dental Services Agreement as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.5 Approval of Dual Enrollment Agreement with BC3
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the DUAL ENROLLMENT AGREEMENT between PA Cyber and Butler County Community College (BC3) for the 24-25 School Year as presented

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.6 Approval of Employer Immunization Programs
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Employer Immunization Agreements with Giant Eagle and Rite Aid as presented

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.7 Approval of "Project Go School Attendance Support"
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve PROJECT GO-Philadelphia, as presented

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.8 Approval of Agreement with the Pittsburgh Airport Marriott
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the agreement between The Pennsylvania Cyber Charter School and the Pittsburgh Airport Marriott.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.9 Approval of Contract and Invoice with the Pittsburgh Zoo & Aquarium
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the contract and invoice for the Pittsburgh Zoo & Aquarium.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.10 Approval of Family Link Trip to Kalahari Resorts & Conventions
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Family Link field trip to Kalahari Resorts & Conventions.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.11 Approval of Little Yogis Wellness Club (K-2)
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Little Yogis Wellness Club (K-2) as presented

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.12 Approval of Little Yogis Wellness Club (3-5)
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Little Yogis Club (3-5) as presented

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.13 Approval of Creation Station Club
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Creation Station Club as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.14 Approval of Video Production Club
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Video Production Club as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.15 Approval of Level Up: Video Gaming Stories Club
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Level Up: Video Gaming Stories Club as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.16 Approval of Middle School Makerplace Club
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the Middle School Makerplace Club as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.17 Approval of The Parent Institute's Parent Involvement Library
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the renewal of The Parent Institute's Parent Involvement Library product in the amount of $5,218.20 as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.18 Approval of TransPerfect Interact Portal
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the amendment with Transperfect for the Interact Portal as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.19 Approval of Confidential Settlement Agreement and Release – Student File No. 556-22
Consent Vote: (5.1-5.21)

Recommended the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 556-22, as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.20 Approval of the Amended Title IX Policy
Consent Vote: (5.1-5.21)

Recommend the approval of PA Cyber's Title IX Policy to reflect amended changes for 2024 as presented

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.21 Approval of ELECT Fatherhood Initiative MOU
Consent Vote: (5.1-5.21)

Recommend the Board of Trustees approve the ELECT MOU as presented.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

6. Facilities and Grounds (NO ITEMS)

7. Personnel

Action: 7.1 Approval of August 2024 Employee Leave Report
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the August 2024 Employee Leave Report as presented.

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 7.2 Approval of New Hires
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

Action: 7.3 Approval of Employee Changes
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments as presented.

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

8. Technology (NO ITEMS)

9. Operations (NO ITEMS)

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden
-Great start to the school year
-Thanked Technology Department for a smooth start
-Kick-off events still happening
-Spoke about how good it is to hear the heartwarming stories from the students and families

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-Spoke about the wellness checks (Brian Hayden and the leadership team will put a process in place.
-The Charter renewal is taking place right now.
-Exciting things happening with the School Improvement Plan
- Advocacy Awards coming up soon

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
- Rolled out the CLASS Live Instruction Platform
-Working collaboratively with Class to address some concerns that we're experiencing

Discussion, Information, Report: 10.4 Enrollment Report: Nicole Granito, COO
-The current enrollment is 10, 068 students enrolled.
-Enrollment is still strong
-Budgeted numbers will be updated in October, initially budgeted 10, 400

Discussion, Information, Report: 10.5 Regional Office Report: Eric Woelfel, DCOO
-Regional offices kickoff the last Kick-Off in two weeks
-Thanked the Regional Reps for all their hard work and fun ideas during the kick-off
-Zoo Rendezvous happening soon
-Art Reach started last Monday, the attendance numbers are high

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
-Shared 24/25 school year student planner and article in Northern Connections magazine from the "Faces of PA Cyber."
-Presented a weekly video clip of "Good Morning PA Cyber" with the host Emily Werly (PA Cyber Social Media & Marketing Assistant)
-Showed a video reel of Everette Wilson, a PA Cyber Student, who inspired family to open a flavored ice business named "Ellwood Ice".

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments

The Board congratulated and thanked the staff for a smooth start to the school year.

12. Adjournment

Information: 12.1 Next Regular Meeting - October 9, 2024 @ 4:30 PM

Action: 12.2 Adjourn

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Not Present at Vote: John Haynes

The September 11, 2024 Regular Meeting was adjourned at 5:53PM.

Minutes Approved by:_____ Date: _____

13. Executive Session

Discussion, Information: 13.1 Executive Session for Legal and Personnel Matters

9-11-2024 Executive Session information provided by Joseph Askar, Solicitor

Start Time: 3:30 pm
End Time: 4:30 pm

Board Attendees	**Add'l Attendees**
J. Haynes S. Robinson	
E. Elder D. Leroy	B. Hayden F. Spigelmyer
B. Bickerton M. Strawderman	E. Woelfel M. Schulte
	N. Granito J. Shoaf
	J. Askar, Esq A. Oliver, Esquire

October 9, 2024 Regular Meeting @ 4:30PM (Wednesday, October 9, 2024)
Generated by Cassandra Kirkland on Monday, October 14, 2024
Members present
Steve Robinson (in-person), Edward Elder (in-person), Tom Dorsey (via Zoom) Dan LeRoy (via Zoom), John Haynes (in-person), Robert Bickerton (in-person)
John Haynes called into the meeting at 4:33 PM.

Members not present
Marc Strawderman
Meeting called to order at 4:32 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

Procedural: 1.3 Pledge of Allegiance

Action: 1.4 Approval to Amend the Agenda to include Board Agenda Item 3.2
Recommend the Board of Trustees approve to amend the agenda to include item 3.2 to approve the solicitor to prepare a resolution setting trustee terms in accordance to section 3.5 of the amended bylaws.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments

There were no public comments.

3. Board

Action, Minutes: 3.1 Approval of the September 11, 2024 Regular Meeting Minutes
Recommend the Board of Trustees approve the September 11, 2024, Regular Meeting Minutes, as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 3.2 Approval for Solicitor to Prepare a Resolution Setting Trustee Terms
John Haynes left the meeting at 4:37PM. The called dropped.

Recommend the Board approve solicitor to prepare a resolution to the bylaws.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

4. Finance

Action: 4.1 Approval of Finance Reports
John Haynes returned to the meeting in person at 4:39PM.

Recommend the Board of Trustees approve the following finance reports:
* Preliminary and Unaudited General Fund Balance Sheet and Profit & Loss Statements as of July 31, 2024 and August 31, 2024
* Preliminary and Unaudited Internal Service Fund Balance Sheet and Profit & Loss Statement as of July 31, 2024 and August 31, 2024
* Accounts Receivable Reports as of July 31, 2024 and August 31, 2024 for the 2016/2017, 2017/2018, 2018/2019, 2019/2020 and 2023/2024 school years
* Check Registers for the months of July and August 2024
* Treasurer's Reports as of July 31, 2024 and August 31, 2024

Motion by Tom Dorsey, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

5. Education

Action: 5.1 Approval of Special Education Contracts Requiring Signature
Consent Vote: (5.1-5.3)

Recommend the Board of Trustees approve the October contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.2 Approval of Special Education New and Revised contracts.
Consent Vote: (5.1-5.3)

Recommend the Board of Trustees approve the October 2024 New and Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.3 Ratification of Master Service Agreement
Consent Vote: (5.1-5.3)

Recommend the Board of Trustees ratify the Master Service Agreement between Liberty Education Services and The Pennsylvania Cyber Charter School.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

6. Facilities and Grounds

Action: 6.1 Approval of Easement
Recommend the Board of Trustees approve the gas pipeline easement agreement with Peoples Natural Gas Company LLS and The Pennsylvania Cyber Charter School as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

7. Personnel

Action: 7.1 Approval of September 2024 Employee Leave Report
Consent Vote: (7.1-7.2)

Recommend the Board of Trustees approve the September 2024 Employee Leave Report as presented.

Motion by Robert Bickerton, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.2 Approval of Employee Changes
Consent Vote: (7.1-7.2)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments as presented.

Motion by Robert Bickerton, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

8. Technology

Action: 8.1 Approval of Technology Recycle
Consent Vote: (8.1-8.12)

John Haynes (Board of Trustee) - Also, asked a question about what happens with the laptops once they're returned. Dean Phillips (Director of Technology) explained if the laptop is in good condition, it gets recycled, if the laptop is damaged PA Cyber can repair by replacing the part if it's still under the Dell software 3-year warranty. The life of a student laptop is between 3-5 years old.

Recommend that the Board of Trustees approve the attached list of PA Cyber technology items to be recycled or written off as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.2 Approval of AllSecure Managed Security Services Renewal Agreement
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the AllSecure Managed Security Services Renewal Agreement for a three (3) year term and $338,160.48 as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.3 Approval of Calculator Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 3,000 TI-34 calculators for the 2025-2026 school year in the amount of $50,850 from Underwood Distributing Company as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.4 Approval of Digital Tablet Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 3,000 digital tablets in the amount of $110,040 for the 2025/26 school year as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.5 Approval of Backpack Purchase for 2025/26 Student Tech Kits

Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 2,500 student backpacks for the 2025-26 school year in the amount of $30,300 per the COSTARS agreement 003-004; 199069.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.6 Approval of USB Adapter Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 2,000 USB Adapters in the amount of $9,280 for the 2025-2026 school year as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.7 Approval of Headset Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 5,000 Gumdrop USB Headsets for the 2025/26 school year in the amount of $58,050.00 per the COSTARS agreement 003-004; 199069

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.8 Approval of Ink Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 5,000 HP 67 Black Ink in the amount of $61,750 per the COSTARS Software Agreement 199069 for 2025/26 student technology kits.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.9 Approval of Laptop Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 1,000 Dell Latitude 3340 laptops from GDC under COSTARS # 199069 in the amount of $732,100 for the 2025/26 school year as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.10 Approval of Mice Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 3,500 Logitech Mice from SHI under COSTARS # 003-E22-627 in the amount of $17,395 for the 2025-2026 school year as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.11 Approval of HP Printer Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 3,500 HP 4255e Printers y for the 2025-2026 school year in the amount of $210,070 per the COSTARS Software Agreement 199069 as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.12 Approval of Printer Cable Purchase for 2025/26 Student Tech Kits
Consent Vote: (8.1-8.12)

Recommend the Board of Trustees approve the purchase of 2,500 printer cables for the 2025-2026 school year in the amount of $3,100 from GDC per the COSTARS Agreement 199069 as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

9. Operations

Action: 9.1 Approval of Advocacy Agreement The Nardelli Group
Consent Vote: (9.1-9.2)
Dan LeRoy (Board of Trustee) asked a question about the Nardelli advocacy renewal agreement. Brian Hayden (PA CYBER CEO) and John Haynes (Board of Trustee) both explained the importance of having advocacy groups.

Recommend the Board of Trustees approve the professional advocacy services agreement between The Nardelli Group and The Pennsylvania Cyber Charter School, as presented.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

Action: 9.2 Revised 2024-2025 School Calendar
Consent Vote: (9.1-9.2)

Recommend the Board of Trustees approve the revised 2024-2025 school calendar as presented.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden
-Attended the PCPCS (PA Coalition for Public Charter Schools) Board meeting
-Spoke about the importance and value of having advocacy groups while preparing for the election.
-Talked about the AI presentation to the Academic Department by AJ Juliani

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-Wellness/Participation Checks Update
-Charter Renewal Process almost complete
-Steve Robinson (Board President) asked, "What the term of the Charter Renewal process is? Francie said, "every five years."

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
-Academic Inservice Monday
-Best Practices in Teaching and Learning Awards (BPTLA) October 14th and will honor both teachers and advocacy champions who have demonstrated exceptional dedication to advancing education.
-AJ Juliani will present the Artificial Intelligence presentation to staff/teachers on October 28th.
-There is legislation about offering services and programs to gifted students. PA Cyber meets the requirements.

Discussion, Information, Report: 10.4 Enrollment Report: Nicole Granito, COO
-Student enrollment is currently at 10,597 students.

Discussion, Information, Report: 10.5 Regional Office Report: Eric Woelfel, DCOO
-Polytechnic hosted "Engineering Against the Elements" and received good feedback.
-Fall Festivities happening at all regional offices
-Ongoing Family Link events
-NHS & NJHS are inducting 130 students
-PA Cyber- Purple Star designation January 2025

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
-Good morning, PA Cyber interviewed students that attended Zoo Rendezvous
-Open & watch rates are high on the Good morning, PA Cyber series
-TV Ads are not running at full capacity due to upcoming election
-Social Media stats continue to grow

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments
-The Board of Trustees congratulated NJS & NJHS inductees and PA Cyber on the Purple Star designation
-Glad that AI learning is being addressed and would like to hear about the positive and negative effects of AI
-The Board Members thanked everyone

12. Adjournment

Information: 12.1 Next Regular Meeting - November 13, 2024 @ 4:30 PM

Action: 12.2 Adjourn

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Dan LeRoy, John Haynes, Robert Bickerton

The October 9, 2024, Meeting was adjourned at 5:25PM.

Minutes Approved by: _____ Date: _____

November 13, 2024 Regular Meeting @ 4:30PM (Wednesday, November 13, 2024)
Generated by Cassandra Kirkland on Tuesday, November 19, 2024
Members present:
Steve Robinson (in-person), Edward Elder (in-person), Marc Strawderman (via Zoom), Dan LeRoy (via Zoom), John Haynes (in person), Robert Bickerton (in-person)
Member not present: Tom Dorsey
Meeting called to order at 4:37 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

Procedural: 1.3 Pledge of Allegiance

Action: 1.4 Approval to Amend the Agenda to include Board Agenda Items 7.4 and 7.5
Recommend the Board of Trustees amend the agenda to include Agenda Item 7.4 regarding a personnel action for Employee #1 and Agenda Item 7.5 regarding a personnel action for Employee #2, as discussed and recommended in Executive Session.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments

Nicole Davis (VC Teacher), and students Lanie Fichtenmayer (Grade 12) and Abagayle Kane (Grade 10) shared a PowerPoint presentation about the Student Council Statewide Convention that was just held at Lincoln Park Charter School. The students presented a plaque to Board President, Steve Robinson, for PA Cyber, and Steve presented the students with PA Cyber gift bags.

3. Board

Action, Minutes: 3.1 Approval of the October 9, 2024 Regular Meeting Minutes

Recommend the Board of Trustees approve the October 9, 2024, Regular Meeting Minutes, as presented.

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

4. Finance

Action: 4.1 Approval of Acceptance of Return of Organization Exempt from Income Tax Form 990

Consent Vote 4.1 & 4.2

Recommend the Board of Trustees accept the Return of Organization Exempt from Income Tax IRS Form 990 for fiscal year ended June 30, 2024 as prepared by Deluzio & Company LLP.

Motion by Steve Robinson, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 4.2 Approval of Acceptance of Annual Comprehensive Financial Report
Consent Vote 4.1 & 4.2

Independent Auditor, Jeff Anzovino from Deluzio & Company LLP, shared an overview of the 2023-2024 audit. PA Cyber received the Certificate of Financial Reporting Excellence from the Government Finance Officers Association (GFOA). He commented that this is a voluntary step and is over and above what is required.

Board President, Steve Robinson congratulated the Business Office.

Recommend the Board of Trustees accept the fiscal year ended June 30, 2024 independent Annual Comprehensive Financial Report (ACFR) as prepared by Deluzio & Company LLP.

Motion by Steve Robinson, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 4.3 Approval of Finance Reports
Consent Vote: 4.3 through 4.5

Recommend the Board of Trustees approve the following finance reports:
* General Fund Balance Sheet and Profit & Loss Statement as of September 30, 2024
* Internal Service Fund Balance Sheet and Profit & Loss Statement as of September 30, 2024
* Accounts Receivable Reports as of September 30, 2024 for the 2016/2017, 2017/2018, 2018/2019, 2019/2020, 2023/2024, and 2024/2025 school years
* Check Registers for the month of September 2024
* Treasurer's Report as of September 30, 2024

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 4.4 Approval of the Settlement Agreement and Release related to Ambridge Area School District's litigation before the Beaver County Court of Common Pleas for the 17/18 school year
Consent Vote: 4.3 through 4.5

Recommend the Board of Trustees approve the Settlement Agreement and Release related to Ambridge Area School District's litigation before the Beaver County Court of Common Pleas associated with the 2017/2018 school year as presented.

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 4.5 Approval of Depositories and Authorized Signers
Consent Vote: 4.3 through 4.5

Recommend the Board of Trustees approve the 2024-2025 Depositories and Authorized Signers for the Pennsylvania Cyber Charter School.

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

5. Education

Action: 5.1 Approval of Confidential Settlement Agreement and Release – Student File No. 303-23

Consent Vote: 5.1 through 5.11

John Haynes left the meeting at 5:00 pm.

Recommend the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 303-23, as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.2 Approval of the LEAD by EXAMPLE Agreement
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve LEAD by EXAMPLE - Leadership Development

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.3 Approval of Keystone and PSSA Assessment Contracts
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the Keystone and PSSA Assessments as presented

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.4 Approval of Special Education Contracts Requiring Signature
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the November 2024 contracts requiring signatures to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.5 Approval of Special Education New and Revised contracts.
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the November 2024 New and Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.6 Approval of Gettysburg Field Trip
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve a Family Link field trip to Gettysburg.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.7 Approval of Gateway Clipper, Inc. Agreement
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the agreement between The Pennsylvania Cyber Charter School and Gateway Clipper, Inc.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.8 Approval of Splash Lagoon Agreement
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the agreement with Splash Lagoon for a Family Link exclusive park rental.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.9 Approval of Agreement with Acclaim Production, LLC.
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the agreement between The Pennsylvania Cyber Charter School and Acclaim Productions, LLC.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.10 Approval of Field Trip to Kalahari Resorts & Conventions
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the Family Link field trip to Kalahari Resorts & Conventions.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 5.11 Approval of Confidential Settlement Agreement and Release – Student File No. 276-24
Consent Vote: 5.1 through 5.11

Recommend the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 276-24, as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

6. Facilities and Grounds

Action: 6.1 Approval of Lease Amendment

Bob Bickerton, Board Member, asked if this was an extension. Nicole Granito, COO, answered that it is an extension/renewal for three years.

Recommend the Board of Trustees approve the Second Amendment to the Lease Agreement 518 Railroad Ave. Midland, PA 15059 between PA Cyber and Lincoln Learning Solutions as presented.

Motion by Robert Bickerton, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

7. Personnel

Action: 7.1 Approval of October 2024 Employee Leave Report

Consent Vote 7.1 through 7.5

Recommend the Board of Trustees approve the October 2024 Employee Leave Report as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Abstain: Dan LeRoy
Not Present at Vote: John Haynes

Action: 7.2 Approval of Employee Changes
Consent Vote 7.1 through 7.5

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Abstain: Dan LeRoy
Not Present at Vote: John Haynes

Action: 7.3 Approval of New Hires
Consent Vote 7.1 through 7.5

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Abstain: Dan LeRoy
Not Present at Vote: John Haynes

Action: 7.4 Approval of Personnel Action - Employee 1
Consent Vote 7.1 through 7.5

Recommend the Board of Trustees approve the personnel action for Employee 1, as recommended and discussed in Executive Session.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Abstain: Dan LeRoy
Not Present at Vote: John Haynes

Action: 7.5 Approval of Personnel Action - Employee 2
Consent Vote 7.1 through 7.5

Recommend the Board of Trustees approve the personnel action for Employee 2, as recommended and discussed in Executive Session.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Robert Bickerton
Abstain: Dan LeRoy
Not Present at Vote: John Haynes

8. Technology

Action: 8.1 Approval of DQE Communications Renewal Metro Ethernet and Internet Service Order Agreement for 617 Midland Avenue Office

Consent Vote: 8.1 through 8.3

Recommend the Board of Trustees approve the DQE Communications Metro Ethernet and Internet Service Order Agreement to renew for 12 months our 75 Mbps internet circuit at our 617 Midland Avenue building. This circuit will be used to setup and test network equipment, off our Local Area Network (LAN), before deployment.

Motion by Marc Strawderman, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 8.2 Approval of ZScaler Renewal Agreement
Consent Vote: 8.1 through 8.3

Recommend that the Board of Trustees approve the renewal of a three year subscription to ZScaler in the amount of $ 268,755 per COSTARS agreement 006-E22-250 as presented.

Motion by Marc Strawderman, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 8.3 Approval of Manage Engine Renewal Agreement
Consent Vote: 8.1 through 8.3

Recommend that the Board of Trustees approve the renewal of the ManageEngine software agreement for $19,718 as presented.

Motion by Marc Strawderman, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

9. Operations

Action: 9.1 Approval of Course Catalog Printing Estimate

Consent Vote: 9.1 & 9.2

Recommend the Board of Trustees approve PA Cyber to move forward with the printing, binding, and mail preparation of the 2025-2026 course catalogs at an estimated cost of $41,663.00 + Postage. (estimated $5,656)

Motion by Marc Strawderman, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

Action: 9.2 Approval of Revised Website Privacy Policy
Consent Vote: 9.1 & 9.2

Recommend the Board of Trustees approve the revised PA Cyber website privacy policy as presented.

Motion by Marc Strawderman, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden

- Discussed the Student Council Conference
- Charter renewal was submitted.
- Academic staff is busy with Act 55 requirements.
- Changes in state committee leadership
- This is the last Board meeting of the year.

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO

- At the 10/14/2024 Academic In-Service, Best Practices in Teaching and Learning Awards were given.
- Commended the School Improvement Plan (SIP) team.

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
- The first Graduation communication was sent.
- Still talking to curriculum vendors
- School calendar was adjusted for professional development session on AI - positive feedback

Discussion, Information, Presentation: 10.4 Enrollment Report: Nicole Granito, COO
- Nicole Granito presented an enrollment report for the month of October.

Discussion, Information, Presentation: 10.5 Regional Office Report: Eric Woelfel, DCOO
- Successful NHS (29 students) & NJHS (16 students) inductions in Western PA. Eastern and Central inductions will be next week.
- Family Services has many events.

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
- Brian Hayden had an hour long interview on Beaver County radio with Eddie Crow.
- November web visits are picking up.

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments

Everyone congratulated all who helped with the Student Council Conference, the Business Office for GFOA award, and In-Service academic award winners.
Happy Holidays to everyone!

12. Adjournment

Information: 12.1 Next Regular Meeting - January 8, 2025 @ 4:30 PM

Action: 12.2 Adjourn

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Marc Strawderman, Dan LeRoy, Robert Bickerton
Not Present at Vote: John Haynes

The November 13, 2024 Regular Meeting was adjourned at 5:31PM.

Minutes Approved by:_____ **Date:**_____

13. Executive Session

Discussion, Information: 13.1 Executive Session for Legal and Personnel Matters

11-13-2024 Executive Session information provided by Joseph Askar, Solicitor

Start Time: 3:40 pm
End Time: 4:37 pm

Board Attendees		**Add'l Attendees**
M. Strawderman	S. Robinson	
E. Elder	B. Bickerton	B. Hayden R. Bovalino
		E. Woelfel D. Schlessinger
		N. Granito J. Askar, Esq
		Steve Korbel, Esquire

January 8, 2025 Regular Meeting @ 4:30PM (Wednesday, January 8, 2025)
Generated by Cassandra Kirkland on Wednesday, January 15, 2025
Members present
Steve Robinson (in-person), Edward Elder (in-person), Tom Dorsey (via Zoom), Marc Strawderman (via Zoom), Dan LeRoy (via Zoom), John Haynes (in person), Robert Bickerton (in-person)
Meeting called to order at 4:35 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

Procedural: 1.3 Pledge of Allegiance

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments
There were no public comments.

3. Board

Action, Minutes: 3.1 Approval of the November 13, 2024 Regular Meeting Minutes
Consent Vote:(3.1-3.2)

Recommend the Board of Trustees approve the November 13, 2024 Regular Meeting Minutes, as presented.

Motion by Tom Dorsey, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 3.2 Approval of Resolution Setting Trustee Terms
Consent Vote:(3.1-3.2) John Haney (Board member) and Ed Elder (Board member) asked for clarification of Board terms. Brian Hayden (CEO) explained the terms of each class to the Board members.

Recommend the Board of Trustees approve the resolution setting trustee terms in accordance to section 3.5 of the amended bylaws.

Motion by Tom Dorsey, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 3.3 Approval of Assistant Board Secretary Resignation
Consent Vote:(3.3-3.4) The Board thanked Cheryl Leydig.

Recommend the Board of Trustees approve the resignation of Cheryl Leydig, Assistant Board Secretary effective February 3, 2025.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 3.4 Approval of Pennsylvania Cyber Charter School to join the newly formed Pennsylvania Cyber Charter Coalition Association
Consent Vote:(3.3-3.4)

Recommend the Board of Trustees to approve Pennsylvania Cyber Charter School to join the newly formed Pennsylvania Cyber Charter Coalition Association committing start-up monies not to exceed $150,000.00 which shall be considered as a fully refundable loan.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

4. Finance

Action: 4.1 Approval of Health Care Program Stop Loss Renewal
Consent Vote:(4.1-4.3) Steve Robinson (Board President) asked Matt Schulte (Chief Financial Officer) to explain the Stop Loss Renewal Health Care Program. Matt explained that this is re-insurance for healthcare to cover catastrophic claims.

Recommend the Board of Trustees approve the Health Care Program Stop Loss Renewal effective January 1, 2025 through December 31, 2025

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 4.2 Approval of Health Care Program/Life Insurance Program Rates for Calendar Year 2025
Consent Vote:(4.1-4.3)

Recommend the Board of Trustees approve the Health Care/Life Insurance Program and Rates Renewal including administrative fees effective January 1, 2025 through December 31, 2025.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 4.3 Approval of Finance Reports
Consent Vote:(4.1-4.3)

Recommend the Board of Trustees approve the following finance reports:
* General Fund Balance Sheet and Profit & Loss Statement as of October 31, 2024
* Internal Service Fund Balance Sheet and Profit & Loss Statement as of October 31, 2024
* Accounts Receivable Reports as of October 31, 2024 for the 2016/2017, 2017/2018, 2018/2019, 2019/2020, 2023/2024, and 2024/2025 school years
* Check Registers for the month of October 2024
* Treasurer's Report as of October 31, 2024

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

5. Education

Action: 5.1 Approval of 2024-2025 K-5 Academy Cyber Strong Program
Consent Vote:(5.1-5.7)

Recommend the Board of Trustees approve the K-5 Academy Cyber Strong PSSA Prep Program for grades 3rd–5th for the 2024–2025 school year. The program will run for 10 weeks from February through April, at a cost not to exceed $5,500, with anticipated expenditures of $5,460 as outlined in the proposal.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.2 Approval of 2024-2025 K-5 Academy Cyber Strong Tutors
Consent Vote:(5.1-5.7)

Recommend the Board of Trustees approve the following K-5 Staff members to to serve as K-5 Academy Cyber Strong Program tutors for the 2024-2025 school year.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.3 Approval of Special Education Contracts Requiring Signature
Consent Vote:(5.1-5.7)

Recommend the Board of Trustees approve the January 2025 contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.4 Approval of Special Education New and Revised Contracts
Consent Vote:(5.1-5.7)

Recommend the Board of Trustees approve the January 2025 New and Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.5 Approval of 2024 PAETEP Amendment to EDULINK For Evaluations
Consent Vote:(5.1-5.7)

Recommend the Board of Trustees approve the amendment to the EDULINK (PAETEP) contract as presented

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.6 Approval of Level-Up Tutoring Sessions (6-8) Academy
Consent Vote:(5.1-5.7)

Recommend the Board of Trustees approve the 6-8 Level Up Tutoring Sessions as presented

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.7 Approval of Confidential Settlement Agreement and Release – Student File No. 228-23
Consent Vote:(5.1-5.7)

Recommend the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 228-23, as presented.

Motion by Edward Elder, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

6. Facilities and Grounds (No Items)

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7. Personnel

Action: 7.1 Approval of New Hires
Consent Vote:(7.1-7.3)

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by John Haynes, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.2 Approval of November 2024 and December 2024 Employee Leave Reports
Consent Vote:(7.1-7.3)

Recommend the Board of Trustees approve the November 2024 and December 2024 Employee Leave Reports, as presented.

Motion by John Haynes, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.3 Approval of Employee Changes
Consent Vote:(7.1-7.3)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments, as presented.

Motion by John Haynes, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

8. Technology

Action: 8.1 Approval of Mimecast Renewal
Consent Vote:(8.1-8.2)

Recommend that the Board of Trustees approve the renewal of a three year subscription to Mimecast in the amount of $304,201.92 per COSTARS agreement 2024056-020 as presented.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.2 Approval of Agilix Buzz Purchase
Consent Vote:(8.1-8.2)

Recommend the Board of Trustees approve the three (3) year agreement and purchase of Agilix Buzz in the amount of $68,500.

Motion by John Haynes, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

9. Operations (No Items)

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10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden
-Wished everyone a Happy New Year
-PA Cyber Student was selected by PCPCS for her work in their calendar
-Each board member will receive a copy of the calendar
-Moving Forward with Charter Renewal they will visit our office soon
-Governor will address budget February 4,2025

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-Brad Inman/Katie Hollinger, Directors of Attendance K-12 presented

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
-We received notification that we will be monitored for Every Student Succeeds Act (ESSA)

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
-Scot Rutledge presented the Marketing report.

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments
-The Board members all echoed the same sentiments
- Wished everyone a Happy New Year
-Congratulated whose artwork was on the calendar
-Thanked Cheryl Leydig for her years of service and congratulated her on her retirement.

12. Adjournment

Information: 12.1 Next Regular Meeting - February 12, 2025 @ 4:30 PM

Action: 12.2 Adjourn

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by Robert Bickerton, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

The January 8, 2025 Regular Meeting was adjourned at 5:34PM.

Minutes Approved by: _____Date:_____

13. Executive Session

Discussion, Information: 13.1 Executive Session for Legal and Personnel Matters

1-8-2025 Executive Session information provided by Joseph Askar, Solicitor

Executive Session:
Start Time: 3:35 pm
End Time: 4:28 pm

Board Attendees

S. Robinson E. Elder T Dorsey M. Strawderman
D. LeRoy J. Haynes R. Bickerton

Add'l Attendeese

B. Hayden F. Spigelmyer
E. Woelfel M. Schulte
N. Granito J. Shoaf
J. Askar, Esq

February 12, 2025 Regular Meeting @ 4:30PM (Wednesday, February 12, 2025)
Generated by Cassandra Kirkland on Monday, February 17, 2025
Members present
Steve Robinson (in-person), Dan LeRoy (via Zoom), John Haynes (via Zoom), Robert Bickerton (via Zoom)
Members not present
Edward Elder, Tom Dorsey, Marc Strawderman

Meeting called to order at 4:34PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

Procedural: 1.3 Pledge of Allegiance

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments

There were no public comments.

3. Board

Action, Minutes: 3.1 Approval of the January 8, 2025 Regular Meeting Minutes

Consent Vote: (3.1-3.3)

Recommend the Board of Trustees approve the January 8, 2025 Regular Meeting Minutes, as presented.

Motion by John Haynes, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 3.2 Approval of June Board meeting to be moved to Monday, June 16, 2025

Consent Vote: (3.1-3.3)

Recommend the Board of Trustees modify the June 11,2025 board meeting to Monday, June 16, 2025.

Motion by John Haynes, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 3.3 Approval of Revised Conflict of Interests and Code of Ethics Policy
Consent Vote: (3.1-3.3)

Recommend the Board of Trustees approval revised Policy 104 Conflict of Interests and Code of Ethics as presented.

Motion by John Haynes, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

4. Finance

Action: 4.1 Approval of Finance Reports

Recommend the Board of Trustees approve the following finance reports:
* General Fund Balance Sheets and Profit and Loss Statements as of November 30, 2024 and December 31, 2024
* Internal Service Fund Balance Sheets and Profit and Loss Statements as of November 30, 2024 and December 31, 2024
* Accounts Receivable Reports as of November 30, 2024 and December 31, 2024 for the 2016/2017, 2017/2018, 2018/2019, 2019/2020, 2023/2024 and 2024/2025 school years
* Check Registers for the months of November and December 2024
* Treasurer's Reports as of November 30, 2024 and December 31, 2024

Motion by Dan LeRoy, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

5. Education

Action: 5.1 Approval of Amazing Animal Presentation for 3rd Grade VC Students

Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the 3rd grade VC Virtual Field Trip, Amazing Animals, for cost not to exceed $156.00.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.2 Approval of 3rd VC Virtual Presentation with Josh and Gab
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the 3rd Virtual Field Trip, Josh & Gab, on March 28th at a cost not to exceed $400.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.3 Approval of 2024-2025 Summer Reading & Math Program
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the 2024-2025 K-5 Summer Reading and Math Program, tutors, and project stipend for a total not to exceed $15,161.56.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.4 Approval of Confidential Settlement Agreement and Release - Student File No. 766-18
Consent Vote: (5.1-5.18)

Recommended the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 766-18, as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.5 Approval of High School Cyber Strong Keystone Test Prep Sessions
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the High School Cyber Strong Keystone Test Prep Program for the 2024-2025 school year to run from March-April at a cost not to exceed 4,000 with an anticipated cost of 3,600.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.6 Approval of Confidential Settlement Agreement and Release – Student File No. 312-24
Consent Vote: (5.1-5.18)

Recommended the Board of Trustees approve the Confidential Settlement Agreement and Release related to Student File No. 312-24, as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.7 Approval of State Testing Contracts for Greensburg
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the PSSA/Keystone State Assessment Contracts as presented

Motion by John Haynes, second by Steve Robinson.

Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.8 Approval of Relative Insights Contract
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the RELATIVE INSIGHTS agreement as presented

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.9 Approval of Title IX Policy Change
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the Title IX policy change as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.10 Approval of Addendum with Transperfect
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the Addendum with Transperfect International LLC as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.11 Approval of Special Education Revised Contract
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the February 2025 Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.12 Approval of Special Education Contracts Requiring Signature
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the February 2025 contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.13 Approval of Skynine, LLC for Central/Eastern Graduation Ceremony
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the quote with Skynine, LLC for video and live streaming services for our Central/Eastern graduation ceremonies at a cost of $36,879.83 as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.14 Approval of Wellness Policy
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the attached Wellness Policy as recently prescribed by law.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.15 Approval of Agreement with TapSnap
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the agreement between The Pennsylvania Cyber Charter School and TapSnap.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.16 Approval of Magic School Pilot
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve a three (3) month pilot agreement with Magic School, Inc., a generative Artificial Intelligence (AI) education platform, at a cost of $2,000.00 as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.17 Approval of Rental Agreement with GoggleWorks Center for the Arts
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the rental agreement between The Pennsylvania Cyber Charter School and GoggleWorks Center for the Arts.

Motion by John Haynes, second by Steve Robinson.

Action: 5.18 Approval of 2025 Annual Event Contract with Saint Francis University
Consent Vote: (5.1-5.18)

Recommend the Board of Trustees approve the 2025 annual event contract between The Pennsylvania Cyber Charter School and Saint Francis University.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

6. Facilities and Grounds (NO ITEMS)

7. Personnel

Action: 7.1 Approval of January 2025 Employee Leave Report
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the January 2025 Employee Leave Report as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.2 Approval of New Hires
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.3 Approval of Employee Changes
Consent Vote: (7.1-7.3)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

8. Technology

Action: 8.1 Approval of Velocity Network Services Agreement for Erie Office

Consent Vote: (8.1-8.9)

Recommend the Board of Trustees approve the Velocity Network Services Agreement for 300 Mb x 300 Mb Fiber Optic Internet Service and 2 Static IP Addresses at our Erie office. This 36 month agreement is submitted as part of the E-rate program and was chosen based on price and services.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.2 Approval of Zoom Order Form for Zoom Workplace For Education Enterprise Plus Plan
Consent Vote: (8.1-8.9)
-Mr. Robinson had a question about why we use Zoom instead of Microsoft Teams. Dean Phillips (Director of Technology) said that Zoom is the better option to use for now.

Recommend the Board of Trustees approve the Zoom Order Form. This is a 12 month agreement for 725 user licenses for meetings and webinars, unlimited Cloud Recording Storage for Meetings, and other services.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.3 Approval of Academic VMware Workspace One Standard Renewal
Consent Vote: (8.1-8.9)

Recommend the Board of Trustees approve the renewal of 230 Academic VWware Workspace One Standard licenses in the amount of $5,628.10.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.4 Approval of RCN Telecom Services (Lehigh), LLC d/b/a Astound Business Solutions E-rate Service Order for Allentown Office
Consent Vote: (8.1-8.9)

Recommend the Board of Trustees approve the RCN Telecom Services (Lehigh), LLC d/b/a Astound Business Solutions E-rate Service Order for 250 Mb download x 15 Mb upload Broadband Coax Internet Service, 5 usable Static IP Addresses, and modem at our Allentown office, plus 1 Business Phone line. This 24 month agreement is submitted as part of the E-rate program and was chosen based on price, term and services.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.5 Approval of Technology Recycle
Consent Vote: (8.1-8.9)

Recommend that the Board of Trustees approve the attached list of PA Cyber technology items to be recycled or written off as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.6 Approval of a Two Year HP SAN and ESX VMWare Support Renewal Contract
Consent Vote: (8.1-8.9)

Recommend the Board of Trustees approve the purchase of a 2 year contract for HP Storage Area Network (SAN) and ESX/VMware Support in the amount of $14,785.17

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.7 Approval of DQE Communications Metro Ethernet and Internet Service Order Agreement for South Side Office
Consent Vote: (8.1-8.9)

Recommend the Board of Trustees approve the DQE Communications Metro Ethernet and Internet Service Order Agreement for 100 Mb Basic Internet Service with 3 usable Static IP Addresses for our South Side office. This 12 month agreement is submitted as part of the E-rate program and was chosen based on price, term and services.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.8 Approval of DQE Communications Metro Ethernet and Internet Service Order Agreement for Hardware Team
Consent Vote: (8.1-8.9)

Recommend the Board of Trustees approve the DQE Metro Ethernet and Internet Service Order Agreement for 12 months of 1 Gbps network access for our Hardware team at 518 Railroad Avenue, Midland. This agreement is submitted as part of the E-rate program and was chosen based on price, term and services.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.9 Approval of Staff Laptop Purchase - Replenish Inventory
Consent Vote: (8.1-8.9)

Recommend the Board of Trustees approve the purchase of ninety-nine (99) Dell 5350 2 in 1 laptops in the amount of $109,890 per the COSTARS Software Agreement 199069.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

9. Operations-NO ITEMS

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden
-Spoke about the Governor's budget address on February 4, 2025
-Congratulated Eric Woelfel, Dave Veon and the regional offices on the MLK celebrations.
- Talked about how amazing the Moment in Time videos produced by the Marketing Team are.

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-Spoke about the upcoming Inservice, Monday, February 17th.
-Gave an update on the School Improvement Plan
-Dr. Sandra Fouch gave update on State Testing and the plan for the 2025-2026 school year

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
-The Academic Department will discuss AI (Artificial Intelligence) Guidelines during the Inservice on February 17th.

Discussion, Information, Report: 10.4 Enrollment Report: Nicole Granito, COO
The enrollment report was shared with the Board. Nicole Granito was not in attendance.

Discussion, Information, Report: 10.5 Regional Office Report: Eric Woelfel, DCOO
-Eric Woelfel presented the Regional Office report.

Report: 10.6 Marketing Report: Scot Rutledge Director of Marketing and Communications
The marketing report was shared with the Board. Scot Rutledge was not in attendance.

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments

The Board members shared the same thoughts as Mr. Hayden concerning the Governor's budget address.

12. Adjournment

Information: 12.1 Next Regular Meeting - March 12, 2025 @ 4:30 PM

Action: 12.2 Adjourn

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by John Haynes, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Dan LeRoy, John Haynes, Robert Bickerton

The February 12, 2025 Regular Meeting was adjourned at 5:14PM.

Minutes Approved by: _____ Date:_____

March 12, 2025 Regular Meeting @ 4:30PM (Wednesday, March 12, 2025)
Generated by Cassandra Kirkland on Monday, March 17, 2025
Members present
Steve Robinson (in-person), Edward Elder, (in-person) Tom Dorsey (via Zoom), Marc Strawderman (via Zoom), Dan LeRoy (in-person), John Haynes (in-person), Robert Bickerton (in-person)
Meeting called to order at 4:41 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

Procedural: 1.3 Pledge of Allegiance

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments
There were no public comments.

3. Board

Action, Minutes: 3.1 Approval of the February 12 ,2025 Regular Meeting Minutes
Recommend the Board of Trustees approve the February 12, 2025 Regular Meeting Minutes, as presented.

Motion by John Haynes, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

4. Finance

Action: 4.1 Approval of Finance Reports
Recommend the Board of Trustees approve the following finance reports:
* General Fund Balance Sheet and Profit & Loss Statement as of January 31, 2025
* Internal Service Fund Balance Sheet and Profit & Loss Statement as of January 31, 2025

* Accounts Receivable Reports as of January 31, 2025 for the 2016/2017, 2017/2018, 2018/2019, 2019/2020, 2023/2024, and 2024/2025 school years
* Check Register for the month of January 2025
* Treasurer's Report as of January 31, 2025

Motion by Tom Dorsey, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

5. Education

Action: 5.1 Approval of Special Education Contracts Requiring Signature
Consent Vote:(5.1-5.3)

Recommend the Board of Trustees approve the March 2025 contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Dan LeRoy, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.2 Approval of Special Education New and Revised contracts.
Consent Vote:(5.1-5.3)

Recommend the Board of Trustees approve the March 2025 New and Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Dan LeRoy, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.3 Approval of Tutors for the 2024-2025 K-5 Summer Reading and Math Program
Consent Vote:(5.1-5.3)

Recommend the Board approve the following individuals to assist with the 2024-2025 Summer Reading and Math Program as approved in the February meeting.

Motion by Dan LeRoy, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

6. Facilities and Grounds

Action: 6.1 Approval of Change Order
Recommend the Board of Trustees approve Operations Center change order FP001 as presented.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries

Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

7. Personnel

Action: 7.1 Approval of New Hires
Consent Vote:(7.1-7.4)

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.2 Approval of Employee Changes
Consent Vote:(7.1-7.4)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.3 Approval of February 2025 Employee Leave Report
Consent Vote:(7.1-7.4)

Recommend the Board of Trustees approve the February 2025 Employee Leave Report as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.4 Approval of IH21 Biometric Screening Agreement
Consent Vote:(7.1-7.4)

Recommend the Board of Trustees approve the agreement between PA Cyber Charter School and Integrated Corporate Health, LLC, as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

8. Technology

Action: 8.1 Approval of Comcast Service Agreement for Harrisburg and Philadelphia Offices
Consent Vote:(8.1-8.4)

Recommend the Board of Trustees approve the Comcast Service Agreement for 36 months of 200 Mbps Ethernet dedicated internet access for our Philadelphia and Harrisburg offices. This agreement is submitted as part of the E-rate program and was chosen based on price, services, and costs.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.2 Approval of Absolute Enterprise License Agreement Renewal (1 Year)
Consent Vote:(8.1-8.4)

-Dan LeRoy (Board of Trustee) wanted to know last year's term agreement and how long we've been with this company. Dean Phillips (Director of Technology) stated the term agreement last year was 2-3 years. The company only has a one-year term this year. PA Cyber has been a customer for ten + years.

Recommend the Board of Trustees approve the one-year renewal of Absolute in the amount of $224,100 year term as presented.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.3 Approval of Rollback Rx Maintenance and License Renewal (1 Year)
Consent Vote:(8.1-8.4)

Recommend the Board of Trustees approve the renewal of Rollback Rx from Horizon DataSys Corporation in the amount of $48,750.00 as presented.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.4 Approval of Beyond Trust Software Subscription Renewal (3 Year)
Consent Vote:(8.1-8.4)

Recommend the Board of Trustees approve the purchase of a three (3) year subscription of Beyond Trust (Formerly Bomgar) in the amount of $88,051.86 as presented.

Motion by John Haynes, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

9. Operations

Action: 9.1 Approval of 2025-2026 Student Planner Estimates
Consent Vote:(9.1-9.2)

-Dan LeRoy (Board of Trustee)-asked a question about the customization of the planners. Scot Rutledge (Director of Marketing & Communications)- explained some of the customization include durability and quality.

Recommend the Board of Trustees approves the estimate for the 25-26 school year student planners for the amount of $78,906 as presented.

Motion by Tom Dorsey, second by Marc Strawderman.

Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 9.2 Approval of 2025-2026 School Calendar
Consent Vote:(9.1-9.2)

Recommend the Board of Trustees approve the 2025-2026 school calendar as presented.

Motion by Tom Dorsey, second by Marc Strawderman.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden
-Spoke about the Governor's budget
-Reminded Board members about Graduation Commencement Ceremonies
-Talked about the Pennsylvania Department of Education visit on March 6, 2025.
-Mr. Robinson (Board President) and Brian thanked staff for their efficiency with uploading and submitting documents on time.

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-Spoke about visit to the Leadership Summit in Grove City
-Talked about the School Improvement Plan training at the Pennsylvania Association of Intermediate Units (PAIU)

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
-Presented the Academic report

Discussion, Information, Report: 10.4 Enrollment Report: Nicole Granito, COO
-We are meeting year to date budget numbers
-The Enrollment dept continues to enroll students up to mid- May
-Board Docs is changing to Diligent Platform

Discussion, Information, Report: 10.5 Regional Office Report: Eric Woelfel, DCOO
-Celebration in Reading Across America (Dr. Seuss)
-Family Link is hosting indoor water events at (Splash Lagoon)
-Two-day tour to Gettysburg next month

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
-A small version of Good Morning PA Cyber to be released over the summer
-Moment in History featuring Melvin Goldman (Holocaust Survivor)

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no comments.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments
-Board members thanked the staff for all their hard work.
-John Haynes (Board Member) asked a a question about federal grants. Brian (CEO) answered his question.

12. Adjournment

Information: 12.1 Next Regular Meeting - April 9, 2025 @ 4:30 PM

Action: 12.2 Adjourn
Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by Dan LeRoy, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

The March 12, 2025 Regular Meeting was adjourned at 5:22PM.

Minutes Approved by: _____Date:_____

13. Executive Session

Discussion, Information: 13.1 Executive Session for Legal and Personnel Matters

3-12-2025 Executive Session information provided by Joseph Askar, Solicitor

Start Time: 4:04 PM
End Time: 4:38 PM

Board Attendees	**Additional Attendees**
S. Robinson E. Elder T Dorsey	B. Hayden N.Granito
D. LeRoy J. Haynes R. Bickerton	J. Shoaf J. Askar, Esq

April 9, 2025 Regular Meeting @ 4:30PM (Wednesday, April 9, 2025)
Generated by Cassandra Kirkland on Tuesday, April 15, 2025
Members Present: Steve Robinson (in-person), Edward Elder, (in-person) Dan LeRoy (in-person), John Haynes (via Zoom), Robert Bickerton (in-person)
Members Not Present: Tom Dorsey, Mark Strawderman

Meeting called to order at 4:40 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call

Procedural: 1.3 Pledge of Allegiance

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments
Samantha Smith (Virtual Classroom Teacher)-Expressed her concerns about teacher salaries
Bob Pyle (Virtual Classroom Teacher)- Spoke about the movement of negotiations
Erin Mills (Academic Advisor)-Talked about pausing progress on the Operation Center

3. Board

Action, Minutes: 3.1 Approval of the March 12,2025 Regular Meeting Minutes
Recommend the Board of Trustees approve the March 12, 2025 Regular Meeting Minutes, as presented.

Motion by Edward Elder, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

4. Finance

Action: 4.1 Approval of Finance Reports

Recommend the Board of Trustees approve the following finance reports:
* General Fund Balance Sheet and Profit & Loss Statement as of February 28, 2025
* Internal Service Fund Balance Sheet and Profit & Loss Statement as of February 28, 2025
* Accounts Receivable Reports as of February 28, 2025 for the 2016/2017, 20172018, 2018/2019, 2019/2020, 2023/2024, and 2024/2025 school years
* Check Registers for the month of February 2025
* Treasurer's Report as of February 28, 2025

Motion by John Haynes, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

5. Education

Action: 5.1 Approval of Agreement with CCBC for In-Service
Mr. Robinson left the room at 4:54 pm because he was abstaining from the vote. He returned to the room at 4:55 pm. Ed Elder (Board Vice President) took over the vote since Mr. Robinson left the room.

Recommend the Board of Trustees approve the agreement between the Community College of Beaver County (CCBC) and The Pennsylvania Cyber Charter School for the use of facilities for PA Cyber's back-to-school in-service event as presented.

Motion by Dan LeRoy, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton
Abstain: Steve Robinson

Action: 5.2 Approval of Agreement with Kutztown University for Central/Eastern Graduation Ceremony
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the agreement with Kutztown University for the use of facilities for the Central/Eastern graduation ceremony as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.3 Approval of Robert Morris University-College in the High School (CIHS) Program
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the renewal of RMU's College in the High School (CIHS) program as presented

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.4 Approval of Special Education New and Revised contracts.
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the April 2025 New and Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries

Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.5 Approval of Agreement with Robert Morris University for Western Graduation Ceremony
(Consent Vote 5.2 - 5.12)

Action: 5.6 Approval of Vista Higher Learning French Materials
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the purchase of Vista French language textbooks, workbooks, and online access as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.7 Approval of Curriculum License and Services Agreement with Accelerate Education
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the Curriculum License and Services Agreement between The Pennsylvania Cyber Charter School and Accelerate Education as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.8 Approval of Licensing for Claris - FileMaker Pro (FMP)
(Consent Vote 5.2 - 5.12)

Recommended the Board of Trustees approve the Claris - FileMaker Pro (FMP) Annual Licensing Renewal quote for 200 licenses of FileMaker Pro (FMP) a 12-month subscription as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.9 Approval of Escrow Agreement with Accelerate Education
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the Escrow Agreement between The Pennsylvania Cyber Charter School and Accelerate Education as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.10 Approval of Agreement with TapSnap
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the agreement between The Pennsylvania Cyber Charter School and TapSnap.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.11 Approval of Special Education Contracts Requiring Signature
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the April 2025 contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.12 Approval of PA Cyber Physician Contract
(Consent Vote 5.2 - 5.12)

Recommend the Board of Trustees approve the school physician contract (2025-2026 SY) as presented

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.13 Approval of Settlement Agreement with LPPAC and Certify-Ed
Three Board Members (Ed Elder, Dan LeRoy and Bob Bickerton) left the room at 4:52 pm because they were abstaining from the vote. They returned to the room at 4:54 pm

Recommend the Board of Trustees approve the Confidential Settlement Agreement between The Pennsylvania Cyber Charter School, Lincoln Park Performing Arts Center, and Certify-Ed as presented.

Motion by John Haynes, second by Steve Robinson.
Final Resolution: Motion Carries
Yes: Steve Robinson, John Haynes
Abstain: Edward Elder, Dan LeRoy, Robert Bickerton

6. Facilities and Grounds

Action: 6.1 Approval of Change Order
(Consent Vote 6.1 - 6.2)

Recommend the Board of Trustees approve change order GC-01 as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 6.2 Approval of Awarding Contracts for PA Cyber Operations Center Project Phase 2
(Consent Vote 6.1 - 6.2)

Recommend the Board of Trustees award the following contracts for the PA Cyber Operations Center phase 2 project and grant authority to the CEO to execute contract documents pending final legal review and approval.
1) For General Construction, to Massaro in the amount of $6,205,000.00 or Lowest Qualified Responsible Bidder
2) For Mechanical Construction to, Huckenstein in the amount of $1,280,429.00
3) For Electrical Construction to, HH Electric & Son in the amount of $1,300,000.00

4) For Technology Construction to, Horizon Information Systems in the amount of $247,850.00
5) For Plumbing Construction to, Huckenstein Mechanical in the amount of $179,510.00
6) For Fire Protections Construction to, Fire FOECorp. in the amount of $109,370.00

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

7. Personnel

Action: 7.1 Approval of New Hires
(Consent Vote 7.1 - 7.4)

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by Dan LeRoy, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.2 Approval of Employee Changes
(Consent Vote 7.1 - 7.4)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments as presented.

Motion by Dan LeRoy, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.3 Approval of March 2025 Employee Leave Report
(Consent Vote 7.1 - 7.4)

Recommend the Board of Trustees approve the March 2025 Employee Leave Report as presented.

Motion by Dan LeRoy, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.4 Approval of Settlement Agreement
(Consent Vote 7.1 - 7.4)

Recommend the Board of Trustees approve the agreement between the Pennsylvania Cyber Charter School and Employee 2356, as presented.

Motion by Dan LeRoy, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

8. Technology

Action: 8.1 Approval of the Imperva DDOS Protection Renewal Agreement
(Consent Vote 8.1 - 8.2)

Recommend the Board of Trustees approve the purchase of Imperva Enterprise 20 Subscription, DDoS Protection for a term of 36 months in the amount of $105,120.30 as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.2 Approval of ULine Packaging for Student Technology Kits
(Consent Vote 8.1 - 8.2)

Recommend the Board of Trustees approve the purchase of ULine Packaging in the amount of $31,635.90 as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

9. Operations

Action: 9.1 Approval of Ox Productions Estimates for Regional Office and Day in-the-life videos
Recommend the Board of Trustees approve the estimate by Ox Productions for video, photography and editing services to complete regional office promotional videos for State College, Wilkes-Barre, Pittsburgh South Side, Pittsburgh Warrendale office at an estimated cost of $23,175 as presented.

Motion by Edward Elder, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden
-Spoke about the Charter renewal time frame being delayed due to changes in the Department of Education.
-Talked about the Act 55 changes
-Discussed ESSER Funds

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-Main focus this month was on the Guidance and SAP Departments
-Spoke about an online seminar that she attended with Dr. Jonathan Haidt, renowned social psychologist and author of The Coddling of the American Mind.

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
-Spoke about the Magic School (AI tool)
-Very pleased with how it's going and working to implement it more in the classroom.

Discussion, Information: 10.4 Enrollment Report: Nicole Granito, COO
-The enrollment department will continue to enroll students for the current year until May 19th.
-After May 19th the enrollment department will only enroll for the upcoming school year.

Discussion, Information: 10.5 Regional Office Report: Eric Woelfel, DCOO

-Eric Woelfel presented the Regional Offices report.

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
-Scot Rutledge highlighted the following students through PR
-Zander Morrison (PA Cyber Sophomore)-The Orchid Society's second vice president was featured in the Post Gazette.
-Luciana Perry (PA Cyber Alumni Student) was featured in the Tribune Review. She continues to rise in women's college tennis ranks at Ohio State.
-Amina Nasreddine was recently highlighted in Pittsburgh's NPR news for collaborating with her peers at the Krunk Movement program in Pittsburgh and students in Uganda on a musical endeavor. They released a song called "Suubi—A Global Anthem for Change,"
-5% web traffic growth in social media page from last year
-28% growth on the Enrollment page as well.

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments
-The Board explained their reasoning for voting yes on the Board Agenda Item 6.1.
-Commented on Dr. Jonathan Haidt, the renowned social psychologist and author of The Coddling of the American Mind.

12. Adjournment

Information: 12.1 Next Regular Meeting - May 14, 2025 @ 4:30 PM

Action: 12.2 Adjourn

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by Edward Elder, second by Dan LeRoy.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Dan LeRoy, John Haynes, Robert Bickerton

The April 9, 2025 Regular Meeting was adjourned at 5:23 PM

Minutes Approved by: _____ Date: _____

13. Executive Session

Discussion, Information: 13.1 Executive Session for Legal and Personnel Matters

4-9-2025 Executive Session information provided by Joseph Askar, Solicitor

Start Time: 4:01

End Time: 4:33

Board Attendees		Add'l Attendees		
S. Robinson	E. Elder	N. Granito	B. Hayden	R. Bovalino
D. LeRoy	J. Haynes			
B. Bickerton				

May 14, 2025 Regular Meeting @ 4:30PM (Wednesday, May 14, 2025)
Generated by Cassandra Kirkland on Tuesday, May 20, 2025
Members Present
Steve Robinson (in person), Edward Elder (in person), Tom Dorsey (via Zoom), Marc Strawderman (via Zoom), Dan LeRoy (via Zoom), John Haynes (via Zoom), Robert Bickerton (in person)
Meeting called to order at 4:30 PM

1. Welcome

Procedural: 1.1 Call to Order - Steve Robinson, President

Procedural: 1.2 Roll Call
Dan LeRoy entered the meeting at 4:35PM. John Haynes entered the meeting at 4:36PM.

Procedural: 1.3 Pledge of Allegiance

2. Public Comments

Procedural: 2.1 The meeting is now open for any public comments

-The following PA Cyber students presented the Youth Ambassador Club Presentation.
Abagayle Kane, Ariana Covington, Lanie Fichtenmayer, Karissa Legaspi, Sonya Morales Gonzalez and Lennox Voelker

-The club was founded in 2018. Club Advisors, Lataya Barrett and Jikkiko Owens, are actively involved each month with meetings and monthly campaigns. The Youth Ambassador Club allows students to choose topics and lead discussions on various subjects. YAC has covered topics including leadership skills, mental health awareness, self-care and job interviews. Susan Smith (YAP Coordinator) helped launch the Youth Ambassadors Program in 2016. YAP holds big events at the Community College of Beaver County dome. In addition to the county-wide events that happen three times a year, YAP also hosts individual events at schools that they plan year-round. It’s been necessary, as the need for mental health support has increased after the pandemic.

-Midland Economic Development Corporation Presentation-(MEDC) was established a year ago, the organization would like to revitalize Midland. Town Hall meeting located at the Midland Boro Building on June 11, 2025, at 6:00PM. They encourage everyone to get involved.

The following PA Cyber Staff spoke about transparency, economic hardships and a fair and equitable contract for teachers:

Sarah Clites- Virtual Classroom Teacher
Courtney Speaks- Virtual Classroom Teacher
Katie Rizzo- Virtual Classroom Teacher
Kayla-Jo Loughran (Lon Valentine)- Virtual Classroom Teacher
Chelsea Kmetz-Virtual Classroom Teacher
Bob Pyle- Virtual Classroom Teacher

The following PA Cyber students talked about the positive impact of teachers on their lives and would like them to have a fair contract.

Abagayle Kane-10th Grade Student
Alyssa Group- 10th Grade Student
Sophia Kozalcik-12th Grade Student
Jillian Alexander-12th Grade Student
Emily Miner- 10th Grade Student
RJ Fetrow-7th Grade Student

Joe Askar (Solicitor) discussed ending public comments due to repetition with the Board. The Board agreed to allow everyone a chance to speak even if it was repetitive.
-Mr. Robinson (Board President)- Shared that he has attended most of the negotiations and hopeful about the upcoming negotiation meeting.

3. Board

Action, Minutes: 3.1 Approval of the April 9,2025 Regular Meeting Minutes

Recommend the Board of Trustees approve the April 9, 2025 Regular Meeting Minutes, as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

4. Finance

Action: 4.1 Approval of Preliminary Budget

Consent Vote:(4.1-4.2)

Recommend the Board of Trustees approve the Preliminary Budget of The Pennsylvania Cyber Charter School for the July 1, 2025 - June 30, 2026 fiscal year.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 4.2 Approval of Finance Reports
Consent Vote:(4.1-4.2)

5. Education

Action: 5.1 Approval of Imagine Learning (Sonday System)

Consent Vote:(5.1-5.31)

Recommended the Board of Trustees approve Imagine Learning (Sonday System) online package and digital readers as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.2 Approval of Special Education Contracts Requiring Signature
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the May 2025 contracts requiring signature to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.3 Approval of Special Education New and Revised contracts.
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the May 2025 New and Revised contracts to provide Special Education Services for students in accordance with IEPs, as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.4 Approval of PA Cyber Dental Services

Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the Agreement to Provide Dental Services as presented

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.5 Approval of 2025-2026 Student Handbook
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the 2025-2026 Student Handbook as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.6 Approval of Curriculum Materials for 2025-2026
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the curriculum materials and estimated costs for the 2025-2026 school year as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Tom Dorsey, Marc Strawderman, John Haynes, Robert Bickerton
Abstain: Edward Elder, Dan LeRoy

Action: 5.7 Approval of 3P Learning
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Math Seeds and Reading Eggs from 3P Learning in the amount of $5,835.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.8 Approval of Book Systems
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Book System’s Atriuum Express, OPAC Snapshot, Lexile MARC, and SURFit site licensing in the amount of $1,409.00 as presented.

Motion by Robert Bickerton, second by John Haynes.

Action: 5.9 Approval of BrainPOP
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of BrainPOP, BrainPOP Jr., and BrainPOP Science student licensing in the amount of $69,120.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.10 Approval of Classkick
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Classkick Pro in the amount of $11,799.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.11 Approval of Edmentum
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve licensing with Edmentum for the products ExactPath and Study Island in the amount of $93,514.10 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.12 Approval of Gimkit
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Gimkit in the amount of $1,000.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.13 Approval of TeachTown, Inc.
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of TeachTown, Inc. for enCORE and Social Skills licensing to be used in conjunction with K-8 special education student growth goals in the amount of $30,980.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.14 Approval of Learning A-Z
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Learning A-Z for RAZ-Plus, RAZ-Plus ELL, Vocabulary A-Z, and Writing A-Z in the amount of $77,654.92 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.15 Approval of Legends of Learning
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Legends of Learning in the amount of $9,025.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.16 Approval of Newsela
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Newsela's ELA, science, social studies, and writing collections in the amount of $200,500.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.17 Approval of Omega Labs, Inc. Boom Cards

Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Omega Labs, Inc Boom for the Boom card teacher subscription in the amount of $7,449.15 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.18 Approval of RethinkED Autism, Inc.
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of RethinkED Autism, Inc. for the Vizzle product and Rethink courseware in the amount of $14,450.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.19 Approval of Rosetta Stone
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Rosetta Stone, LLC for use by our ELD department in the amount of $27,200.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.20 Approval of Wallwisher, Inc. Padlet
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Wallwisher, Inc. Padlet in the amount of $5,200.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.21 Approval of Xello/Career Cruising
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Xello's Career Cruising and Xello software to be used in PA Cyber's career course offerings in the amount of $30,148.70 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.22 Approval of IXL Learning
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve licensing with IXL Learning for ELA, math, science, social studies, and Spanish content aligned lessons in the amount of $248,335.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.23 Approval of EPS Learning Coach Digital Compass
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of EPS Operations, Inc. for the Coach Digital Compass product for access to Pennsylvania English Language Arts and Pennsylvania Mathematics digital resources in the amount of $5,773.99 as presented.

Motion by Robert Bickerton, second by John Haynes.

Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.24 Approval of Renaissance Learning Nearpod
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Renaissance Learning, Inc. for the Nearpod and Flocabulary products in the amount of $175,229.60 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.25 Approval of Renaissance Learning STAR
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Renaissance Learning, Inc for the STAR360 Comprehensive Suite to be used as a progress monitoring tool within the special education department in the amount of $57,480.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.26 Approval of ExploreLearning, LLC
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Explore Learning, LLC for the Science4US and Gizmos science simulations in the amount of $37,604.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.27 Approval of School Status, Inc. Smore
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of School Status, Inc. for Smore licensing in the amount of $3,150.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.28 Approval of BVIU OverDrive
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of OverDrive through the Beaver Valley Intermediate Unit Consortium in the amount of $6,246.45 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.29 Approval of Magic School
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of Magic School, Inc., a generative Artificial Intelligence (AI) education platform, through consortium pricing with the BVIU at a cost of $59,400.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.30 Approval of MOU between Savvas and PA Cyber
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the MOU between The Pennsylvania Cyber Charter School and Savvas as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 5.31 Approval of Curipod
Consent Vote:(5.1-5.31)

Recommend the Board of Trustees approve the purchase of licensing with Curipod in the amount of $3,999.00 and professional development in the amount of $2,500.00 as presented.

Motion by Robert Bickerton, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

6. Facilities and Grounds

Action: 6.1 Approval of Second Amendment to Lease Agreement

Recommend the Board of Trustees approve the Second Amendment to Lease Agreement between PA Cyber and 2600 South Side Assoicates, LP..

Motion by Tom Dorsey, second by Edward Elder.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

7. Personnel

Action: 7.1 Approval of New Hires

Consent Vote:(7.1-7.3)

Recommend the Board of Trustees approve the New Hires, as presented, on a provisional basis not to exceed 90 days to ensure compliance with Acts 168 and 153 of 2014.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.2 Approval of Employee Changes
Consent Vote:(7.1-7.3)

Recommend the Board of Trustees approve the Resignations, Other Employee Deactivations, Status/Title Changes, and Payroll Adjustments, as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 7.3 Approval of April 2025 Employee Leave Report
Consent Vote:(7.1-7.3)

Recommend the Board of Trustees approve the April 2025 Employee Leave Report as presented.

Motion by Edward Elder, second by Tom Dorsey.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

8. Technology

Action: 8.1 Approval of Network Switch Purchase

Consent Vote:(8.1-8.2)

Recommend the Board of Trustees approve the purchase of seventeen (17) Fortinet network switches in the amount of $46,527.82 as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 8.2 Approval of AEC Group Managed Service Provider (MSP) Agreement
Consent Vote:(8.1-8.2)

Recommend the Board of Trustees approve the 12-month AEC Group managed services agreement in the amount of $84,140 as presented.

Motion by John Haynes, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

9. Operations

Action: 9.1 Approval of Memorandum of Understanding - Allentown

Consent Vote:(9.1-9.2)

Recommend the Board of Trustees approve the Memoranda of Understandings between the Pennsylvania Cyber Charter School and the State Police Bethlehem Barracks, Millcreek Township Police Department, Pittsburgh Police Department, and State College Police Department.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

Action: 9.2 Approval of Diligent Agreement Boarddocs Replacement
Consent Vote:(9.1-9.2)

Recommend the Board of Trustees approve the agreement with Diligent as presented.

Motion by Edward Elder, second by John Haynes.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

10. Reports

Discussion, Information: 10.1 CEO Report: Brian Hayden

-Gave update on Charter Renewal Status
-Spoke about Graduation Commencement Ceremonies
-Talked about the PA Cyber Proms. Thanked Jane Camp and the volunteers that help make prom a success.

Discussion, Information: 10.2 Academic Updates: Francie Spigelmyer, CAO
-Dr. Francie Spigelmyer- Thanked testing staff for the sacrifices made during the big storm.

-Dr. Sandra Fouch-talked about the variables. Thanked the business office for helping with the logistics.
-Spoke about the testing being online next year

Discussion, Information: 10.3 Academic Updates: Jennifer Shoaf, DCAO
Shared Graduation Information with the Board
-355 Robert Morris University Graduates
-329 Kutztown University Graduates
-87 Graduates received a scholarship
-72 Graduates are part of the National Honor Society

Discussion, Information, Report: 10.4 Enrollment Report: Nicole Granito, COO
Presented the enrollment report.

Discussion, Information, Report: 10.5 Regional Office Report: Eric Woelfel, DCOO
Presented the regional office report.
-The Pittsburgh (Southside), State College and Philadelphia offices will host Kindergarten Graduations on May 29, 2025.

Report: 10.6 Marketing Report: Scot Rutledge, Director of Marketing and Communications
-Presented the marketing report

Discussion, Information: 10.7 Lincoln Learning Consolidated Services Report: Kris Colatriano
There were no questions.

11. Board Comments

Discussion: 11.1 The meeting is now open for any Board comments

-The Board members all echoed the same sentiments
-Thanked the PA Cyber students for the Youth Ambassador Club presentation
-Commended the Staff and the Site Testing Staff
-Mr. Robinson said that he appreciated all the comments this evening and is very hopeful of the new bargaining staff.

12. Adjournment

Information: 12.1 Next Regular Meeting - June 16, 2025 @ 4:30 PM

Action: 12.2 Adjourn
The meeting end time was 6:23PM

Recommend the Board of Trustees approve the adjournment of this regular meeting.

Motion by Edward Elder, second by Robert Bickerton.
Final Resolution: Motion Carries
Yes: Steve Robinson, Edward Elder, Tom Dorsey, Marc Strawderman, Dan LeRoy, John Haynes, Robert Bickerton

The May 14, 2025 Regular Meeting was adjourned at 6:23 PM

Minutes Approved by: _____ Date:_____

13. Executive Session

Discussion, Information: 13.1 Executive Session for Legal and Personnel Matters
5-14-2025 Executive Session information provided by Joe Askar, Solicitor

Start Time: 3:30

End Time: 4:28

Board Attendees		Add'l Attendees	
S. Robinson	E. Elder	B. Hayden	N. Granito
T. Dorsey	M. Strawderman	M. Schulte	R. Frueh
D. LeRoy	J. Haynes		
B. Bickerton			

Monday, June 16, 2025
June 16, 2025 Regular Meeting @ 4:30PM

The Pennsylvania Cyber Charter School
Board of Trustees
652 Midland Avenue
Midland PA 15059

1. Welcome

1.1 Call to Order - Steve Robinson, President

1.2 Roll Call

2. Executive Session

2.1 Executive Session for Legal and Personnel Matters, and Annual School Safety Report

3. Public Comments

3.1 The meeting is now open for any public comments

4. Board

4.1 Approval of the May 14, 2025 Regular Meeting Minutes

4.2 Approval of Charter Renewal

5. Finance

5.1 Approval of Local Education Agreements to Participate in ACCESS Program

5.2 Approval of Agreement with Acrisure for Actuarial Services

5.3 Approval of Constellation NewEnergy Inc. Agreement

5.4 Approval of PA Unemployment Insurance Bonded Service Agreement Renewal

5.5 Approval of Property, Inland Marine, General Liability, Employee Benefits Liability, Sexual Misconduct & Molestation, Workers Compensation, Excess Liability, Privacy & Information Security (Cyber Liability), School Leaders Legal Liability, Automobile, Crime, Pollution and Business Travel Accident Insurance Program Renewal

5.6 Approval of Finance Reports

5.7 Approval of The Pennsylvania Cyber Charter School 2025-2026 Fiscal Year Final Budget

5.8 Approval of Commitment of Fund Balance

5.9 Approval of Decommitment and Recommitment of Stabilization Fund Balance

5.10 Approval of Authorization for CFO/Board Treasurer to Assign Fund Balance

6. Education

6.1 Approval of Special Education Contracts Requiring Signature

6.2 Approval of Special Education New and Revised contracts.

6.3 Approval of Facility Rental Agreement

6.4 Approval of TapSnap Agreement - Philadelphia Zoo

6.5 Approval of TapSnap Agreement - Pittsburgh Zoo

6.6 Approval of TapSnap Agreement - 2026 Western Prom

6.7 Approval of TapSnap Agreement - 2026 Central/Eastern Prom

6.8 Approval of Gateway Clipper, Inc. Agreement

6.9 Approval of Student Withdrawal

6.10 MTSS RENEWAL for 25_26 SY

6.11 School-Based Counseling Services

6.12 Silver Strong & Associates | Thoughtful Classroom

6.13 Approval of Atlas Mapping Software

6.14 LearnWell Contract for 25_26 SY

6.15 Approval of TransPerfect

6.16 Approval of Curriculum License and Services Agreement with LPPAC

6.17 Approval of TransPerfect Interact Portal

6.18 Authorization to Proceed with Curriculum License and Services Pilot Agreement with Savvas

6.19 Authorization to Proceed with Curriculum License and Services Pilot Agreement with Bright Thinker

6.20 Authorization to Proceed with Curriculum License and Services Agreement with LLS

6.21 Authorization to Proceed with Professional Services Agreement with Certify-Ed

6.22 Approval of Class

7. Facilities and Grounds

7.1 Approval of Deduct Change Orders

8. Personnel

8.1 Approval of Employee Changes

8.2 Approval of New Hires

8.3 Approval of May 2025 Employee Leave Report

8.4 Approval of Revised Employee Handbook Policy 303

8.5 Approval of 2025-2026 Supplemental Pay Schedule

8.6 Approval of 2025-2026 Salary Schedule and Classification by Position

8.7 Approval of Employee Salaries, Daily, and Hourly Rates

8.8 Approval of CBA

9. Technology

9.1 Approval of Canon USA, Inc. Lease, Return, and Subscription Schedules

9.2 Approval of PRTG Software Renewal

9.3 Approval of Staff Laptop Purchase - Replenish Inventory

9.4 Approval of Technology Recycle

9.5 Approval of Expedient Agreement (Backup Services and Circuit)

9.6 Approval of Genius SIS Addendum

9.7 Approval of the Parent Square Renewal Agreement

10. Operations

10.1 Approval of PA Cyber Charter Annual Report

10.2 Approval of Renewal of Kirkpatrick Group Public Relations Firm Contract

11. Reports

11.1 CEO Report: Brian Hayden

11.2 Academic Updates: Francie Spigelmyer, CAO

11.3 Academic Updates: Jennifer Shoaf, DCAO

11.4 Enrollment Report: Nicole Granito, COO

11.5 Marketing Report: Scot Rutledge, Director of Marketing and Communications

11.6 Regional Office Report: Eric Woelfel, DCOO

11.7 Lincoln Learning Consolidated Services Report: Kris Colatriano

12. Board Comments

12.1 The meeting is now open for any Board comments

13. Adjournment

13.1 Next Regular Meeting - August 13, 2025 @ 4:30 PM

13.2 Adjourn

Full Name	Last Name	First Name	Job Title	PA Certified Yes/No	Area of Certification/Certification Type	Grade Teaching or Serving	PIMS Assignment Code (2024/2025)	Number of Hours Worked in Assignment 2024/2025	Percentage of Time Areas Not Certifiied
Amy Nyeholt	Nyeholt	Amy	Assistant Director of Curriculum	Yes	Instructional II_Administrative I3230_1115English 7-12_Principal PK-12	9-12	(2915-Supervisor, Curriculum and Instruction (100%)	1680	0
Megan Lindner	Lindner	Megan	Assistant Director of Special Education	Yes	Instructional II_Administrative II_Supervisory2810_9225_1115_9215Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12	PK-12	(9215-Supervisor, Special Education (100%)	1680	0
Kimberly Collins	Collins	Kimberly	Assistant Principal	Yes	Instructional II_Administrative II2810_2860_2880_9225_1115Elementary K-6_MidLevel Math 6-9_MidLevel Science 6-9_Special Education PK-12 Principal PK-12	6-8	(1112-Assistant/Vice MS Principal (100%)	1680	0
Ian Docherty	Docherty	Ian	Assistant Principal	Yes	Instructional I_Administrative II2860_3230_6420_8875_1115MidLevel Math 6-9_English 7-12_Library Science PK-12_Social Studies 7-12_Principal PK-12	9-12	(1106-Assistant/Vice Secondary Principal (100%)	1680	0
Jessica Fetterman	Fetterman	Jessica	Assistant Principal	Yes	Instructional II_Administrative II6800_1115Math 7-12_Principal PK-12	9-12	(1106-Assistant/Vice Secondary Principal (100%)	1680	0
Nicole Gianvito	Gianvito	Nicole	Assistant Principal	Yes	Instructional II_Administrative II3200_3230_1115Communications 7-12_English 7-12_Principal PK-12	K-5	(1111-Middle School Principal (100%)	1680	0
Melanie Rosenberger	Rosenberger	Melanie	Assistant Principal	Yes	Instructional I_Administrative II2810_2840_1115Elementary K-6_Early Childhood N-3_Principal PK-12	K-5	(1101-Assistant/Vice Elementary Principal (100%)	1680	0
Richard Russell	Russell	Richard	Assistant Principal	Yes	Instructional II_Administrative II2810_2860_2870_2880_1115Elementary K-6_MidLevel Math 6-9_MidLevel Citizenship 6-9_MidLevel Science 6-9_Principal PK-12	K-5	(1101-Assistant/Vice Elementary Principal (100%)	1680	0
Sarah Steder	Steder	Sarah	Assistant Principal	Yes	Instructional II_Administrative II8875_1115Social Studies 7-12_Principal PK-12	9-12	(1112-Assistant/Vice MS Principal (100%)	1680	0
George Walaan	Walaan	George	Assistant Principal	Yes	Instructional I_Administrative II2810_1115Elementary K-6_Principal PK-12	6-8	(1112-Assistant/Vice MS Principal (100%)	1680	0
Sean Wisniewski	Wisniewski	Sean	Assistant Principal	Yes	Instructional II_Administrative II 8875_1115Social Studies 7-12_Principal PK-12	9-12	(1106-Assistant/Vice Secondary Principal (100%)	1680	0
Connie Anastasio	Anastasio	Connie	Blended Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Jessica Applegarth	Applegarth	Jessica	Blended Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Charles Ayre	Ayre	Charles	Blended Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Benjamin Babington	Babington	Benjamin	Blended Classroom Teacher	Yes	Instructional II8875_9227Social Studies 7-12_Special Education 7-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Andrew Balko	Balko	Andrew	Blended Classroom Teacher	Yes	Instructional I6800 8470Math 7-12 Physics 7-12	6-8	(8468-Physical Science, Intermediate, 10-12 (50%) 8470-Physics 10-12 (50%)	1680	0
Thomas Barnes	Barnes	Thomas	Blended Classroom Teacher	Yes	Instructional II_Administrative I2860_8875_1115MidLevel Math 6-9 Social Studies 7-12 Principal PK-12	9-12	(8840-Geography 10-12 (100%)	1680	0
Kevin Battisti	Battisti	Kevin	Blended Classroom Teacher	Yes	Instructional I6800Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Jared Beadle	Beadle	Jared	Blended Classroom Teacher	Yes	Instructional I2825_3200_3230_7650_9226Grades PK-4_Communications 7-12_English 7-12_Reading Specialist PK-12_Special Education PK-8	6-8	(2850-ML English 7-9 (50%)_3200-English/Communications 10-12 (50%)	1680	0
Karen Bernardi	Bernardi	Karen	Blended Classroom Teacher	Yes	Instructional I2810_2840Elementary K-6_Early Childhood N-3	K-5	(2843-Kindergarten, age 5 (K5) (100%)	1680	0
Shawn Besong	Besong	Shawn	Blended Classroom Teacher	Yes	Instructional II_Letter of Equivalency8875_1185Social Studies 7-12 Master's Equivalency.	9-12	(8845-History 10-12 (100%)	1680	0
Cary Biega	Biega	Cary	Blended Classroom Teacher	Yes	Instructional II2810 9225Elementary K-6 Special Education PK-12	K-5	(2843-Kindergarten, age 5 (K5) 100%	1680	0
Stephanie Bivona	Bivona	Stephanie	Blended Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (50%) 8875-Social Studies 10-12 (50%)	1680	0
Mary Bowers	Bowers	Mary	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Julie Boyde	Boyde	Julie	Blended Classroom Teacher	Yes	Instructional I2810 2840Elementary K-6 Early Childhood N-3	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Michaela Braun	Braun	Michaela	Blended Classroom Teacher	Yes	Instructional II2810_7650Elementary K-6_Reading Specialist PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Marissa Burke	Burke	Marissa	Blended Classroom Teacher	Yes	Instructional I2825Grades PK-4	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Mandy Burket	Burket	Mandy	Blended Classroom Teacher	Yes	Instructional II_Administrative I2810_1115Elementary K-6_Principal PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jordan Canavesi	Canavesi	Jordan	Blended Classroom Teacher	Yes	Instructional II_Administrative2810_1115Elementary K-6_Principal PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Megan Chevalier	Chevalier	Mexian	Blended Classroom Teacher	Yes	Instructional I2810 2860Elementary K-6 MidLevel Math 6-9	6-8	(2860-ML Math 7-9 (100%)	1680	0
Jessica Chismar	Chismar	Jessica	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Bradley Chrisman	Chrisman	Bradley	Blended Classroom Teacher	Yes	Instructional I6800Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Marci Colantoni -Wojtas	Colantoni -Wojtas	Marci	Blended Classroom Teacher	Yes	Instructional II2840_9225Early Childhood N-3_Special Education PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Kelli Corman	Corman	Kelli	Blended Classroom Teacher	Yes	Instructional II_Letter of Equivalency2810_1185Elementary K-6 Masters's Equivalency.	K-5	(2844-Elementary, Primary Grades 1-3 (100%)	1680	0
William Cox	Cox	William	Blended Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (25%) 8875-Social Studies 10-12 (75%)	1680	0
Ronald Cunningham	Cunningham	Ronald	Blended Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8830-Economics (25%) 8842-Government 10-12 (75%)	1680	0
Abraham Darlington	Darlington	Abraham	Blended Classroom Teacher	Yes	Instructional II8405_8420_8440Biology 7-12_Chemistry 7-12_Earth and Space Science 7-12	6-8	(8441-Earth and Space Science, Intermediate (100%)	1680	0
Alan Davidson	Davidson	Alan	Blended Classroom Teacher	Yes	Instructional I2810_2850_2870Elementary K-6_ML English 6-9_ML Citizenship 6-9	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Kristen DiDonato	DiDonato	Kristen	Blended Classroom Teacher	Yes	Instructional II_Program Specialist2810_2840_7650_4499Elementary K-6_Early Childhood N-3_Reading Specialist PK-12_English as a Second Language (ESL) PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jonathan Dunlap	Dunlap	Jonathan	Blended Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Krystal Dunlap	Dunlap	Krystal	Blended Classroom Teacher	Yes	Instructional II2810_6800_9225Elementary K-6_Math 7-12_Special Education PK-12	9-12	(6800-Math 10-12 (100%)	1680	0
Allison Duran	Duran	Allison	Blended Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8875-Social Studies 10-12 (100%)	1680	0
Virginia Finegan	Finegan	Virginia	Blended Classroom Teacher	Yes	Instructional II2810_2860_6800Elementary K-6_MidLevel Math 6-9_Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Julie Forshee	Forshee	Julie	Blended Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Kathleen Galbreath	Galbreath	Kathleen	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jennifer Garber	Garber	Jennifer	Blended Classroom Teacher	Yes	Instructional II8405Biology 7-12	9-12	(8405-Biology (100%)	1680	0
Joseph Garrison	Garrison	Joseph	Blended Classroom Teacher	Yes	Instructional II6800Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Nicole Gill	Gill	Nicole	Blended Classroom Teacher	Yes	Instructional II2810_7650Elementary K-6_Reading Specialist PK-12	K-5	(2843-Kindergarten, age 5 (K5) (100%)	1680	0
Marc Grandinetti	Grandinetti	Marc	Blended Classroom Teacher	Yes	Instructional II_Administrative I3200_8875_1115Communications 7-12_Social Studies 7-12_Principal PK-12	9-12	(8845-History 10-12 (100%)	1680	0
Amanda Grimm	Grimm	Amanda	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Emily Hambleton	Hambleton	Emily	Blended Classroom Teacher	Yes	Instructional I3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Christine Hersperger	Hersperger	Christine	Blended Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Olivia Hipolit	Hipolit	Olivia	Blended Classroom Teacher	Yes	Instructional II2880_4810_4820_6420_8405_8450MidLevel Science 6-9_Health PK-12_Environmental Education PK-12_Library Science PK-12_Biology 7-12_General Science 7-12	9-12	(8405-Biology (100%)	1680	0
Karlee Hoffman	Hoffman	Karlee	Blended Classroom Teacher	Yes	Instructional II_Program Specialist3230_4499English 7-12_English as a Second Language (ESL) PK-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Albert Horoszy	Horoszy	Albert	Blended Classroom Teacher	Yes	Instructional II5215 6800Safety Ed/Driver Ed 7-12 Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Maria Hosein	Hosein	Maria	Blended Classroom Teacher	Yes	Instructional II2810_2840Elementary K-6_Early Childhood N-3	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jeffrey Huckestein	Huckestein	Jeffrey	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Emily Hunt	Hunt	Emily	Blended Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Susan Imbriale	Imbriale	Susan	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Macy Jaskiewicz	Jaskiewicz	Macy	Blended Classroom Teacher	Yes	Instructional II3100_3230Grades 4-8 (All Subjects 4-6, English, Language Arts and Reading 7-8), English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Nicole Jeffers	Jeffers	Nicole	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
William Knopsnider	Knopsnider	William	Blended Classroom Teacher	Yes	Instructional II8405Biology 7-12	9-12	(8405-Biology (100%)	1680	0
Melissa Kohser	Kohser	Melissa	Blended Classroom Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	K-5	(2843-Kindergarten, age 5 (K5) 100%	1680	0
Brooke Kosar	Kosar	Brooke	Blended Classroom Teacher	Yes	Instructional II8405_8440_8450Biology 7-12_Earth and Space Science 7-12 General Science 7-12	9-12	(8405-Biology (100%)	1680	0
Rachel Lambert	Lambert	Rachel	Blended Classroom Teacher	Yes	Instructional I3100Grades 4-8 (All subjects 4-6, Math 7-8)	6-8	(2860-ML Math 7-9 (100%)	1680	0
Natasha Lee	Lee	Natasha	Blended Classroom Teacher	Yes	Instructional II2810_3230Elementary K-6_English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Mary Lichtenwalner	Lichtenwalner	Mary	Blended Classroom Teacher	Yes	Instructional I2860_3230_8405_8870MidLevel Math 6-9_English 7-12 Biology 7-12 Social Studies 7-12	6-8	(2850-ML English 7-9 (50%)_3200-English/Communication 10-12 (50%)	1680	0
Jesse Light	Light	Jesse	Blended Classroom Teacher	Yes	Instructional I2810_2870_2880Elementary K-6_MidLevel Citizenship 6-9_MidLevel Science 6-9	6-8	(2880-ML Science 7-9 (100%)	1680	0
Carrie LoFaso	LoFaso	Carrie	Blended Classroom Teacher	Yes	Instructional II3200_3230Communications 7-12_English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Angela Lowmaster	Lowmaster	Angela	Blended Classroom Teacher	Yes	Instructional II2810_2850Elementary K-6_MidLevel English 6-9	6-8	(2850-ML English 7-9 (100%)	1680	0
Eva Lumley	Lumley	Eva	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Stephanie Mangan	Mangan	Stephanie	Blended Classroom Teacher	Yes	Instructional I3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Kelly Manning	Manning	Kelly	Blended Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
David Marchionda	Marchionda	David	Blended Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Jaclyn Marker	Marker	Jaclyn	Blended Classroom Teacher	Yes	Instructional II2840Early Childhood N-3	K-5	(2843-Kindergarten, age 5 (K5) (100%)	1680	0
Julia Martin	Martin	Julia	Blended Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (100%)	1680	0
Deborah McGuire	McGuire	Deborah	Blended Classroom Teacher	Yes	Instructional II2810_3230_7650Elementary K-6_English 7-12_Reading Specialist PK-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Christy McKee	McKee	Christy	Blended Classroom Teacher	Yes	Instructional II_Educational Specialist I8405_8450_1836_1837Biology 7-12_General Science 7-12_Elementary School Counselor K-6_Secondary School Counselor 7-12	9-12	(8405-Biology (100%)	1680	0
Chelsea Miller	Miller	Chelsea	Blended Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Chad Morrow	Morrow	Chad	Blended Classroom Teacher	Yes	Instructional II_Administrative I8875_1115Social Studies 7-12_Principal PK-12	9-12	(8845-History 10-12 (100%)	1680	0
Samantha Muto	Muto	Samantha	Blended Classroom Teacher	Yes	Instructional II1603_2850_2860Business Computer Info Technology PK-12 MidLevel English 6-9 MidLevel Math 6-9	6-8	(2860-ML Math 7-9 (100%)	1680	0
Thomas Naughton	Naughton	Thomas	Blended Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	9-12	(8860-Psychology, Social or Behavioral Science (50%)/8880-Sociology 10-12 (50%)	1680	0
Breanne Paraniuk	Paraniuk	Breanne	Blended Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Abigale Parsons	Parsons	Abigale	Blended Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Melinda Peterman	Peterman	Melinda	Blended Classroom Teacher	Yes	Instructional I2810 2860Elementary K-6 MidLevel Math 6-9	6-8	(2860-ML Math 7-9 (100%)	1680	0
Ashley Pirilla	Pirilla	Ashley	Blended Classroom Teacher	Yes	Instructional II2810_2860_2880Elementary K-6_ML Math 6-9_ML Science 6-9	6-8	(2880-ML Science 7-9 (100%)	1680	0
Patricia Plummer	Plummer	Patricia	Blended Classroom Teacher	Yes	Instructional II2810_7650Elementary K-6_Reading Specialist PK-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Wendy Polochak	Polochak	Wendy	Blended Classroom Teacher	Yes	Instructional II6800_8405_8420_8450_9225Math 7-12_Biology 7-12_Chemistry 7-12_General Science 7-12_Special Education PK-12	6-8	(8441-Earth and Space Science, Intermediate (100%)	1680	0
Tracy Pratte	Pratte	Tracy	Blended Classroom Teacher	Yes	Instructional II2810 2840Elementary K-6 Early Childhood N-3	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Bryan Pratte	Pratte	Bryan	Blended Classroom Teacher	Yes	Instructional II_Administrative I2810_2880_1115Elementary K-6 MidLevel Science 6-9 Principal PK-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Marina Pugach	Pugach	Marina	Blended Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Angela Quisar	Quisar	Angela	Blended Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Chad Rea	Rea	Chad	Blended Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	9-12	(8845-History 10-12 (50%) 8875-Social Studies 10-12 (50%)	1680	0
Erica Record	Record	Erica	Blended Classroom Teacher	Yes	Instructional II_Administrative I2810_1115Elementary K-6_Principal PK-12	K-5	(2844-Elementary, Primary Grades 1-3 (100%)	1680	0
Kristina Rokicki	Rokicki	Kristina	Blended Classroom Teacher	Yes	Instructional II8405_8450Biology 7-12_General Science 7-12	6-8	(8441-Earth and Space Science, Intermediate (100%)	1680	0
Jasmine Rudy	Rudy	Jasmine	Blended Classroom Teacher	Yes	Instructional II 2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Carrie Schlosser	Schlosser	Carrie	Blended Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Yvonne Shafer	Shafer	Yvonne	Blended Classroom Teacher	Yes	Instructional II8420Chemistry 7-12	9-12	(8420-Chemistry (100%)	1680	0
Pamela Sokol	Sokol	Pamela	Blended Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (100%)	1680	0
Amanda Sovesky	Sovesky	Amanda	Blended Classroom Teacher	Yes	Instructional II3230English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Erica Strader	Strader	Erica	Blended Classroom Teacher	Yes	Instructional II_Administrative I3200_3230_1115Communications 7-12_English 7-12_Principal PK-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Amy Taylor	Taylor	Amy	Blended Classroom Teacher	Yes	Instructional II2810_2850_3230Elementary K-6_MidLevel English 6-9 English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Jennifer Temple	Temple	Jennifer	Blended Classroom Teacher	Yes	Instructional II_Administrative I2810_9225_1115Elementary K-6_Special Education PK-12 Principal PK-12	K-5	(2844-Elementary, Primary Grades 1-3 (100%)	1680	0

Kelly Testa	Testa	Kelly	Blended Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Morgan Vasquez	Vasquez	Morgan	Blended Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Paula Vigrass	Vigrass	Paula	Blended Classroom Teacher	Yes	Instructional I1603_6800Business-Computer-Info Tech PK-12_Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Amanda Weidler	Weidler	Amanda	Blended Classroom Teacher	Yes	Instructional II2810_2860_7650_9226Elementary K-6_MidLevel Math 6-9 Reading Specialist PK-12 Special Education PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Melissa Williams	Williams	Melissa	Blended Classroom Teacher	Yes	Instructional II2810_2850Elementary K-6 MidLevel English 6-9	6-8	(2850-ML English 7-9 (100%)	1680	0
Frances Spigelmyer	Spigelmyer	Frances	Chief Academic Officer (CAO)	No		PK-12	(1805-Assistant to the Superintendent in Charge of Instruction (100%)	1680	100
Brian Hayden	Hayden	Brian	Chief Executive Officer (CEO)	No		PK-12	(1099-Chief Administrative Officer/Chief Executive Officer (charter schools only) (100%)	1680	0
Kimberly Carney	Carney	Kimberly	College and Career Teacher	Yes	Educational Specialist I1839Elementary & Secondary School Counselor PK-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Jena Colaberardino	Colaberardino	Jena	College and Career Teacher	Yes	Educational Specialist I1836_1837Elementary School Counselor K-6 Secondary School Counselor 7-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Brenden Griffey	Griffey	Brenden	College and Career Teacher	Yes	Instructional I2810Elementary K-6	K-5	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Kristopher Kozar	Kozar	Kristopher	College and Career Teacher	Yes	Instructional I3230English 7-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Jacqulyn Kvetko	Kvetko	Jacoulyn	College and Career Teacher	Yes	Instructional I8875Social Studies 7-12	6-8	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Misty Lytle	Lytle	Misty	College and Career Teacher	Yes	Instructional I2810Elementary K-6	K-5	(9900-Other not listed above (certificated personnel) 100%)	1680	0
John Oster	Oster	John	College and Career Teacher	Yes	Instructional I3230English 7-12	K-5	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Erica Stickel	Stickel	Erica	College and Career Teacher	Yes	Instructional I_Educational Specialist I2810_3230_1839Elementary K-6_English 7-12_Elementary and Secondary School Counselor PK-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Deborah Volek	Volek	Deborah	College and Career Teacher	Yes	Instructional I_Educational Specialist I2810_1836_1837Elementary K-6_Elementary School Counselor K-5_Seconday School Counselor 7-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Alesha Yaria	Yaria	Alesha	College and Career Teacher	Yes	Educational Specialist II1836_1837Elementary School Counselor K-6 Secondary School Counselor 7-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Casey Betzler	Betzler	Casey	Curriculum Coordinator	Yes	Instructional II_Endorsement_Supervisory8875_1184_2915Social Studies 7-12_Online Instruction Program PK-12_Supervisor Curriculum & Instruction PK-12	9-12	(2870-ML Social Studies 7-9 (100%)	1680	0
Marcela Black	Black	Marcela	Curriculum Coordinator	Yes	Instructional I8420Chemistry 7-12	9-12	(2880-ML Science 7-9 (100%)	1680	0
Carie Booher	Booher	Carie	Curriculum Coordinator	Yes	Instructional II_Supervisory2810_2850_2915Elementary K-6_MidLevel English 6-9 Supervisor Curriculum & Instruction PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Joel Cilli	Cilli	Joel	Curriculum Coordinator	Yes	Instructional I3230_6075English 7-12_Technology Education PK-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Rebecca Cottington	Cottington	Rebecca	Curriculum Coordinator	Yes	Instructional II_Supervisory8405_8420_2915Biology 7-12_Chemistry 7-12_Supervisor Curriculum & Instruction PK-12	9-12	(8405-Biology (100%)	1680	0
Julia Grise	Grise	Julia	Curriculum Coordinator	Yes	Instructional II_Supervisory2880_6800_2915MidLevel Science 6-9_Math 7-12_Supervisor Curriculum & Instruction PK-12	9-12	(2860-ML Math 7-9 (100%)	1680	0
Tiffany Hradil	Hradil	Tiffany	Curriculum Coordinator	Yes	Instructional I_Administrative I2810_1115Elementary K-6_Principal PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Sophia Krahe	Krahe	Sophia	Curriculum Coordinator	Yes	Instructional II2825_7650Grades PK-4 Reading Specialist PK-12	K-5	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Chantell McKim	McKim	Chantell	Curriculum Coordinator	Yes	Instructional II3200_3230_6420Communications 7-12_English 7-12_Library Science Pk-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Jennifer Molish	Molish	Jennifer	Curriculum Coordinator	Yes	Instructional I1603_2860Business, Computer, and Information Technology PK-12_ML Math 6-9	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Christy Morrison	Morrison	Christy	Curriculum Coordinator	Yes	Instructional I2810_2850_2860Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Kathleen Pavkovich	Pavkovich	Kathleen	Curriculum Coordinator	Yes	Instructional II2860_6800MidLevel Math 6-9 Math 7-12	9-12	(2860-ML Math 7-9 (100%)	1680	0
Lauren Roussel	Roussel	Lauren	Curriculum Coordinator	Yes	Instructional I8875Social Studies 7-12	9-12	(8875-Social Studies 10-12 (100%)	1680	0
Shari Trella	Trella	Shari	Curriculum Coordinator	Yes	Instructional I1603_3100Business-Computer-Info Tech PK-12_Grades 4-8 (All subjects 4-6, Mathematics 7-8)	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Jennifer Shoaf	Shoaf	Jennifer	Deputy Chief Academic Officer	No	Instructional II2810Elementary K-6	PK-12	(1805-Assistant to the Superintendent in Charge of Instruction (100%)	1680	100
Paul Pupi	Pupi	Paul	Director of Counseling and SAP	Yes	Educational Specialist II_Administrative I1837_1115Secondary School Counselor 7-12 Principal PK-12	PK-12	(2930-Supervisor, Pupil Personnel Services (100%)	1680	0
Justin Lindner	Lindner	Justin	Director of Elementary Curriculum	Yes	Instructional II_Administrative II2810_2860_1115Elementary K-6_MidLevel Math 6-9_Principal PK-12	K-5	(2915-Supervisor, Curriculum and Instruction (100%)	1680	0
Michael Hissam	Hissam	Michael	Director of Gifted and Talented	Yes	Instructional II3230English 7-12	PK-12	(1178-Supervisor, Gifted Programs (100%)	1680	0
Christine Crow	Crow	Christine	Director of Secondary Curriculum	Yes	Instructional II_Administrative II8825_8865_1115Citizenship 7-12_Social Science 7-12 Principal PK-12	9-12	(2915-Supervisor, Curriculum and Instruction (100%)	1680	0
Mark Iannini	Iannini	Mark	Director of Special Education	Yes	Instructional II_Administrative I_Supervisory_Letter of Eligibility2810_9225_1115_9215_1150Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor Special Education PK-12 Superintendane PK-12	PK-12	(9215-Supervisor, Special Education (100%)	1680	0
Martha Rudinski	Rudinski	Martha	ELD Assessment Coordinator	Yes	Instructional II_Program Specialist4490_6420_4499Spanish PK-12_Library Science PK-12_English as a Second Language (ESL) PK-12	PK-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Elizabeth Wetzel	Wetzel	Elizabeth	ELD Program Supervisor	Yes	Instructional I_Program Specialist_Administrative I8875_4499_1115Social Studies 7-12_English as a Second Language /ESL) PK-12 Principal PK-12	PK-12	(4499-ESL, K-12 Resource (Take student out for language support)	1680	0
Clarabelle Cipriano-Ort	Cipriano-Ortiz	Clarabelle	ELD Teacher	Yes	Instructional II_Progran Specialist2810_4499Elementary K-6_English as a Second Language (ESL) PK-12 (Not HQ because the state change criteria 2019/2020 SY requiring ESL Certification and content certification; teaching HS and only has Elementary Certification)	PK-12	(4499-ESL, K-12 Resource (Take student out for language support)	1680	0
Katelyn Grinnik	Grinnik	Katelyn	ELD Teacher	Yes	Instructional I_Program Specialist2810_4499Elementary K-6_English as a Second Language (ESL) PK-12 (Not HQ because the state change criteria 2019/2020 SY requiring ESL Certification and content certification; teaching HS and only has Elementary Certification)	PK-12	(4499-ESL, K-12 Resource (Take student out for language support)	1680	0
Adina Marks-Vescio	Marks-Vescio	Adina	ELD Teacher	Yes	Instructional II_Program Specialist_Administrative I3230_7650_4499_1115English 7-12_Reading Specialist PK-12_English as a Second Language (ESL) PK-12 Principal PK-12	PK-12	(4499-ESL, K-12 Resource (Take student out for language support)	1680	0
Nicole Snyder	Snyder	Nicole	ELD Teacher	Yes	Instructional I_Program Specialist2810_3200_7650_4499Elementary K-6_Communications 7-12_Reading Specialist PK-12_English as a Second Language (ESL) PK-12	PK-12	(4499-ESL, K-12 Resource (Take student out for language support)	1680	0
Amie Waddell	Waddell	Amie	GATE Facilitator 3-5	Yes	Instructional I2810Elementary K-6	K-5	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Brian Boothby	Boothby	Brian	GATE Facilitator 6-8	Yes	Instructional I2810Elementary K-6	6-8	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Douglas Pavkovich	Pavkovich	Douglas	GATE Facilitator 9-12	Yes	Instructional II_Administrative I_Supervisory2810_2860_2880_1115_2915Elementary K-6_MidLevel Math 6-9_MidLevel Science 6-9_Principal PK-12_Supervisor Curriculum & Instruction PK-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Jared Buck	Buck	Jared	Physical Education Teacher	Yes	Instructional I4805Health & Physical Education PK-12	PK-12	(4817-Physical Education (100%)	1680	0
Jacob Ludwig	Ludwig	Jacob	Physical Education Teacher	Yes	Instructional I4805Health & Physical Education PK-12	PK-12	(4817-Physical Education (100%)	1680	0
Afton Pelton	Pelton	Afton	Physical Education Teacher	Yes	Instructional II2860_4805MidLevel Math 6-9_Health & Physical Education PK-12	PK-12	(4817-Physical Education (100%)	1680	0
Marcella Roach	Roach	Marcella	Physical Education Teacher	Yes	Instructional I4805Health & Physical Education PK-12	PK-12	(4817-Physical Education (100%)	1680	0
Jerald Barris	Barris	Jerald	Principal 11-12	Yes	Instructional II_Administrative II_Administrative_Letter of Eligibility_Supervisory2810_2850_2860_9225_1115_1150_1160_2300_9215Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9_Special Education PK-12_Principal PK-12_Superintendent PK-12_IU Executive Director PK-12_Career and Technical Adminstrative Director 7-12 Supervisor Special Education PK-12	9-12	(1105-Secondary Principal (100%)	1680	0
Kevin Romasco	Romasco	Kevin	Principal 6-8	Yes	Instructional II_Administrative II6800_1115Math 7-12_Principal PK-12	6-8	(1111-Middle School Principal (100%)	1680	0
Danielle Schlessinger	Schlessinger	Danielle	Principal 9-10	Yes	Instructional II_Administrative II 3230_1115English 7-12_Principal PK-12	9-12	(1105-Secondary Principal (100%)	1680	0
Shawn Lanious	Lanious	Shawn	Principal K-5	Yes	Instructional II_Administrative II_Administrative_Letter of Eligibility2810_2870_2860_1603_1115_2300_1150Elementary K-6_MidLevel Citizenship 6-9_MidLevel Science 6-9_Business Computer Info PK-12_Principal PK-12_Career & Technical Administrative Director 7-12 Superintendent PK-12	K-5	(1100-Elementary Principal (100%)	1680	0
Nina Hronas	Hronas	Nina	Reading Specialist	Yes	Instructional II2810_7650_9235Elementary K-6_Reading Specialist PK-12_Mental and/or Physical Handicapped PK-12	K-5	(7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)	1680	0
Edward Monahan	Monahan	Edward	Reading Specialist	Yes	Instructional I2825_2826_7650_9226Grades PK-4_Grades 5-6_Reading Specialist PK-12 Special Education PK-8	K-5	(7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)	1680	0
Megan Williams	Williams	Megan	Reading Specialist	Yes	Instructional I_Endorsement2825_7650_9226_1182Grades PK-4_Reading Specialist PK-12_Special Education PK-8_Instructional Coach PK-12	K-5	(7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)	1680	0
Daniel Daley	Daley	Daniel	School Counselor 6-8	Yes	Educational Specialist I1839Elementary & Secondary School Counselor PK-12	6-8	(1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%)	1680	0
Brandon Santiago	Santiago	Brandon	School Counselor 6-8	Yes	Educational Specialist I1839Elementary & Secondary School Counselor PK-12	6-8	(1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%)	1680	0
Jillian Bartman	Bartman	Jillian	School Counselor 9-12	Yes	Educational Specialist I1839Elementary & Secondary School Counselor PK-12	9-12	(1837-Secondary School Counselor (100%)	1680	0
Kristin Trenholm	Trenholm	Kristin	School Counselor 9-12	Yes	Educational Specialist II1837Secondary School Counselor 7-12	9-12	1837-Secondary School Counselor (100%)	1680	0
Lindsey Davies	Davies	Lindsey	School Counselor K-5	Yes	Educational Specialist II1839Elementary-Secondary School Counselor PK-12	K-5	(1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%)	1680	0
Brenda Aikey Trotta	Aikey Trotta	Brenda	School Nurse	Yes	Educational Specialist II1890School Nurse PK-12	PK-12	(1890-School Nurse (100%)	1680	0
Rose Costellic	Costellic	Rose	School Nurse	Yes	Educational Specialist I1890School Nurse PK-12	PK-12	(1890-School Nurse (100%)	1680	0
Janet Crouse	Crouse	Janet	School Nurse	Yes	Educational Specialist II1890School Nurse PK-12	PK-12	(1890-School Nurse (100%)	1680	0
Virginia Fath	Fath	Virginia	School Nurse	Yes	Educational Specialist I1890School Nurse PK-12	PK-12	(1890-School Nurse (100%)	1680	0
Ronald Hockman	Ronald	Hockman	School Psychologist	Yes	Educational Specialist II1875School Psychologist PK-12	PK-12	(1875-School Psychologist (100%)	1680	0
Krista Long	Long	Krista	School Psychologist	Yes	Educational Specialist II1875School Psychologist PK-12	PK-12	(1875-School Psychologist (100%)	1680	0
Michael Pope	Pope	Michael	School Psychologist	Yes	Educational Specialist II1875School Psychologist PK-12	PK-12	(1875-School Psychologist (100%)	1680	0
Kelsey Potts	Potts	Kelsey	School Psychologist	Yes	Educational Specialist II1875School Psychologist PK-12	PK-12	(1875-School Psychologist (100%)	1680	0
Loriann Erickson	Erickson	Loriann	Special Education Supervisor	Yes	Instructional II_Administrative II_Supervisory2810_9225_1115_9215Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12	PK-12	(9215-Supervisor, Special Education (100%)	1680	0
Lindsay Gardner	Gardner	Lindsay	Special Education Supervisor	Yes	Instructional II_Supervisory; Administrative I 2810_7650_9225_9215_1115Elementary K-6_Reading Specialist PK-12_Supervisor of Special Education PK-12_Special Education PK-12_Principal PK-12	PK-12	(9215-Supervisor, Special Education (100%)	1680	0
Nichole Seminara	Seminara	Nichole	Special Education Supervisor	Yes	Instructional II_Administrative II_Supervisory2825_9226_1115_9215Grades PK-4_Special Education PK-8 Principal PK-12 Special Education PK-12	PK-12	(1105-Secondary Principal (100%)	1680	0
Michael Shoaf	Shoaf	Michael	Special Education Supervisor	Yes	Instructional II_Administrative II_Supervisory2810_9225_1115_9215Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education PK-12	PK-12	(9215-Supervisor, Special Education (100%)	1680	0
Katie Abbott	Abbott	Katie	Special Education Teacher	Yes	Instructional II3100_9231Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) Special Education PK-12	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Taylor Allen	Allen	Taylor	Special Education Teacher	Yes	Instructional II 2825_9226Grades PK-4 Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jane Anderson	Anderson	Jane	Special Education Teacher	Yes	Instructional II 2810_2840_2850_2870_9226Elementary K-6_Early Childhood N-3_MidLevel English 6-9_MidLevel Citizenship 6-9_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0

Gina Anitori	Anitori	Gina	Special Education Teacher	Yes	Instructional II_Endorsement2825_9226_1184Grades PK-4_Special Education PK-8_Online Instruction Program PK-12	PK-12	(9340-Special Ed, Elementary Subjects, PreK-6 (50%) (7606-Developmental Reading, Elementary Classes, PreK-6 (25%)/7607-Developmental Reading, Secondary Classes, 7-12 (25%)	1680	0
Lisa Arnold	Arnold	Lisa	Special Education Teacher	Yes	Instructional II2860_9235MidLevel Math 6-9_Mental and/or Physical Handicapped PK-12	6-8	(9360-Special Ed, ML Math (100%)	1680	0
Cara Atkinson	Atkinson	Cara	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Nicole Basile	Basile	Nicole	Special Education Teacher	Yes	Instructional II2825_9226Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Chris Becker	Becker	Chris	Special Education Teacher	Yes	Instructional II_Administrative I2810_9225_1115Elementary K-6_Special Education PK-12 Principal PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Rachel Becker	Becker	Rachel	Special Education Teacher	Yes	Instructional I2825_9231Grades PK-4_Special Education PK-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Lindsey Beegle	Beegle	Lindsey	Special Education Teacher	Yes	Instructional II_Supervisory2810_7650_9225_9215Elementary K-6_Reading Specialist PK-12_Special Education PK-12_Supervisor Special Education PK-12	PK-12	(7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)	1680	0
Amanda Bell	Bell	Amanda	Special Education Teacher	Yes	Instructional I2810_2840_9225Elementary K-6_Early Childhood Education N-3_Special Education PK-12	9-12	(9375-Special Ed, Secondary Social Studies 10-12 (100%)	1680	0
Justine Bevins	Bevins	Justine	Special Education Teacher	Yes	Instructional II2810_8440_9225Elementary K-6_Earth and Space Science_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jessica Black	Black	Jessica	Special Education Teacher	Yes	Instructional II2825_9226Grades PK-4_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Nichole Blackmore	Blackmore	Nichole	Special Education Teacher	Yes	Instructional II2825_3100_9226Grades PK-4_Grades 4-8 (All subjects 4-6 Math 7-8)_Special Education PK-8	6-8	(9360-Special Ed, ML Math 7-9 (100%)	1680	0
Kaitlynn Boyer	Boyer	Kaitlynn	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	6-8	(9350-Special Ed, ML English 7-9 (100%)	1680	0
Jessica Bridge	Bridge	Jessica	Special Education Teacher	Yes	Instructional II2825_3230_7650_9226Grades PK-4_English 7-12_Reading Specialist PK-12_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Andrea Brittner	Brittner	Andrea	Special Education Teacher	Yes	Instrucational I2825_7650_9226Grades PK-4_Reading Specialist PK-12_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Sara Bryan	Bryan	Sara	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Carly Bryson	Bryson	Carly	Special Education Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Elaina Campbell	Campbell	Elaina	Special Education Teacher	Yes	Instructional II_Supervisory_Administrative I2825_3100_7205_9226_9227_9215_1115Grades PK-4_Grades 4-8 (all subjects 4-6; /English Language Arts Reading 7-8)_Music PK-12_Special Education PK-8_Special Education 7-12_Supervisor Special Education PK-12 Principal PK-12	6-8	(9350-Special Ed, ML English 7-9 (100%)	1680	0
Allison Carland	Carland	Allison	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Nicole Carson	Carson	Nicole	Special Education Teacher	Yes	Instructional II2825_2826_9226Grades PK-4_Grades 5-6_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Charlotte Chase	Chase	Charlotte	Special Education Teacher	Yes	Instructional I2810_2840_9235Elementary K-6_Early Childhood N-3_Mental and/or Physical Handicapped K-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Meghan Checkan	Checkan	Meghan	Special Education Teacher	Yes	Instructional II2810_9226Elementary K-6_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Amy Checkan	Checkan	Amy	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Erin Cheddar	Cheddar	Erin	Special Education Teacher	Yes	Instructional I 2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Kinsey Cherok	Cherok	Kinsey	Special Education Teacher	Yes	Instructional II2810_3230_9225Elementary K-6_English 7-12_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Janine Coble	Coble	Janine	Special Education Teacher	Yes	Instructional II8405_9225Biology 7-12_Special Education PK-12	8-12	(9385-Special Ed, Secondary Science 10-12 (100%)	1680	0
Vickey Corak	Corak	Vickey	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	6-8	(9360-Special Ed, ML Math 7-9 (100%)	1680	0
Kristy Coyne	Coyne	Kristy	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Meagan Crawford	Meagan	Special Education Teacher	Yes	Instructional II2825_9226Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0	
Ashley Crook	Crook	Ashley	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	6-8	(9360-Special Ed, ML Math 7-9 (100%)	1680	0
Erica DeArment	DeArment	Erica	Special Education Teacher	Yes	Instructional I2825_9226_9229Grades PK-4_Special Education PK-8_Special Education Expansion 7-12	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Brooke DeRose	DeRose	Brooke	Special Education Teacher	Yes	Instrucational I2825_9226Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Justin DeWitt	DeWitt	Justin	Special Education Teacher	Yes	Instructional II9225Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Amanda Dunst	Dunst	Amanda	Special Education Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	6-8	(8875-Social Studies 10-12 (100%)	1680	0
Kara Eckels	Eckels	Kara	Special Education Teacher	Yes	Instructional II2825_3100_3100_3230_8875_9226_9227_76500rades PK-4_Grades 4-8 (all subjects 4-6; English Language Arts Reading 7-8)_Grades 4-8 (all subjects 4-6; Social Studies 7-8)_English 7-12_Social Studies 7-12_Special Education PK-8_Special Education 7-12_Reading Specialist PK-12	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Brianna Estel	Estel	Brianna	Special Education Teacher	Yes	Instructional II3230_8875_9225English 7-12_Social Studies 7-12_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jenny Fath	Fath	Jenny	Special Education Teacher	Yes	Instructional II2810_2840_9225Elementary K-6_Early Childhood N-3_Special Education PK-12	PK-12	(2064-Special Ed, Life Skills, Autistic and Multiple-Disability Support (100%)	1680	0
Julie Fisher	Fisher	Julie	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	6-8	(9360-Special Education, ML Math 7-9 (100%)	1680	0
Thomas Ford	Ford	Thomas	Special Education Teacher	Yes	Instructional I2810_2850_9225Elementary K-6_MidLevel English 6-9_Special Education PK-12	PK-12	9225-Special Ed, Resource PreK-12 (100%)	1680	0
Maria Frem	Frem	Maria	Special Education Teacher	Yes	Instructional I3100_9226Grades 4-8 (All subjects 4-6, Science 7-8)_Special Education PK-8	6-8	(2064-Special Ed, Life Skills, Autistic and Multiple-Disability Support (100%)	1680	0
Sarah Fritz	Fritz	Sarah	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Elizabeth Hainaut	Hainaut	Elizabeth	Special Education Teacher	Yes	Instructional I3230_8875_9227English 7-12_Social Studies 7-12_Special Education 7-12	9-12	(9355-Special Ed, Secondary English 10-12 (100%)	1680	0
Jessica Hale	Hale	Jessica	Special Education Teacher	Yes	Instructional II_Endorsement2810_9226_1180Elementary K-6_Special Education PK-8 Autism PK-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Beth Haus	Haus	Beth	Special Education Teacher	Yes	Instructional I2810_3230_9225Elementary K-6_English 7-12_Special Education PK-12	6-8	(9350-Special Ed, ML English 7-9 (100%)	1680	0
Kristin Helf	Helf	Kristin	Special Education Teacher	Yes	Instructional II2810_3230_9225Elementary K-6_English 7-12_Special Education PK-12	6-8	(9350-Special Ed, ML English 7-9 (100%)	1680	0
Emily Hockensmith	Hockensmith	Emily	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Stephanie Holtz	Holtz	Stephanie	Special Education Teacher	Yes	Instructional I2825_2826_9226Grades Grades PK-4_Grades 5-6_Special Education PK-8	6-8	(9380-Special Ed, ML Science, 7-9 (100%)	1680	0
Shenandoah Hoskinson	Hoskinson	Shenandoah	Special Education Teacher	Yes	Instructional I_Endorsement2810_9225_1180Elementary K-6_Special Education PK-12_Autism PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Bonnie Hunter	Hunter	Bonnie	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	6-8	(9360-Special Ed, ML Math 7-9 (100%)	1680	0
Holly Hurlock	Hurlock	Holly	Special Education Teacher	Yes	Instructional II2850_2860_3230_9229MidLevel English 6-9_MidLevel Math 6-9_English 7-12_Special Education PK-12	9-12	(9355-Special Ed, Secondary English 10-12 (100%)	1680	0
Jaymie Jamison	Jamison	Jaymie	Special Education Teacher	Yes	Instructional II2825_9226Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Kristin Jeffers	Jeffers	Kristin	Special Education Teacher	Yes	Instructional II_Education Specialist I2810_9225_1836Elementary K-6_Special Education PK-12 Elementary School Counselor K-6	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Kayla Johnson	Johnson	Kayla	Special Education Teacher	Yes	Instructional I2825_9225Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jessica Karas	Karas	Jessica	Special Education Teacher	Yes	Instructional I2825_9226Grades Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jamie Kotuby	Kotuby	Jamie	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Patricia Kozimer	Kozimer	Patricia	Special Education Teacher	Yes	Instructional II_Supervisory2810_9225_9215Elementary K-6_Special Education PK-12_Supervisor of Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Kaylee Lake	Lake	Kaylee	Special Education Teacher	Yes	Instructional II_Endorsement2810_7650_9225_1182Elementary K-6_Reading Specialist PK-12_Special Education PK-12_Instructional Coach PK-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Drew Lewis	Lewis	Drew	Special Education Teacher	Yes	Instructional II8875_9225Social Studies 7-12_Special Education N-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Lacey Lodovico	Lodovico	Lacey	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Christine Lupinacci	Lupinacci	Christine	Special Education Teacher	Yes	Instructional II2810_9235Elementary K-6_Mental and/or Physical Handicapped K-12	6-8	(9350-Special Ed, ML English 7-9 (100%)	1680	0
Kylie Malesic	Malesic	Kylie	Special Education Teacher	Yes	Instructional II2825_3100_7650_9226Grades PK-4_Grades 4-8 (All subjects 4-6, English, LA and Reading 7-8)_Reading Specialist PK-12_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Marissa Mangie	Mangie	Marissa	Special Education Teacher	Yes	Instructional II2810_7650_9225Elementary K-6_Reading Specialist PK-12_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Teresa Martin	Martin	Teresa	Special Education Teacher	Yes	Instructional II2810_2870_9235Elementary K-6_MidLevel Citizenship 6-9_Mental and/or Physical Handicapped	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jennifer Masterson	Masterson	Jennifer	Special Education Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	6-8	9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jeffrey Maurizi	Maurizi	Jeffrey	Special Education Teacher	Yes	Instructional II8825_8875_9225Citizenship 7-12_Social Studies 7-12_Special Education PK-12	9-12	(9375-Special Ed, Secondary Social Studies 10-12 (100%)	1680	0
Krista McGee	McGee	Krista	Special Education Teacher	Yes	Instructional II_Program Specialist2825_9226_4499Grades PK-4_Special Education PK-8_English as a Second Language (ESL) PK-12	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Noah Medich	Medich	Noah	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jessica Medich	Medich	Jessica	Special Education Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Brittany Mentel	Mentel	Brittany	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Kelly Mesko	Mesko	Kelly	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Dena Mihalsky	Mihalsky	Dena	Special Education Teacher	Yes	Instructional I2810_3230_9225Elementary K-6_English 7-12_Special Education PK-12	9-12	(9355-Special Ed, Secondary English 10-12 (100%)	1680	0
Jennifer Miller	Miller	Jennifer	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Sarah Miller	Miller	Sarah	Special Education Teacher	Yes	Instructional II2825_9226Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Lynda Mineard	Mineard	Lynda	Special Education Teacher	Yes	Instructional II2810_2840_9235Elementary K-6_Early Childhood Education N-3_Mental and/or Physical Handicapped PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Catherine Mininni	Mininni	Catherine	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Timothy Moore	Moore	Timothy	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Bethanie Moreschi	Moreschi	Bethanie	Special Education Teacher	Yes	Instructional I2810_2850_2860_9225Elementary K-6_ML English 6-9_ML Math 6-9_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jeffrey Musher	Musher	Jeffrey	Special Education Teacher	Yes	Instructional II2825_9226Grades PK-4_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Sean Nagle	Nagle	Sean	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Leigh Ann Naughton	Naughton	Leigh Ann	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Leah Nocera	Nocera	Leah	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	9-12	(9355-Special Ed, Secondary English 10-12 (100%)	1680	0
Audrey Noland	Noland	Audrey	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Sarah Ochtun	Ochtun	Sarah	Special Education Teacher	Yes	Instructional II2810_7650_9225Elementary K-6_Reading Specialist PK-12_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Joanna Patterson	Patterson	Joanna	Special Education Teacher	Yes	Instructional I2810_2840_9225Elementary K-6_Early Childhood N-3_Special Education PK-12	6-8	(9380-Special Ed, ML Science, 7-9 (100%)	1680	0
Katelyn Peabody-Young	Peabody-Young	Katelyn	Special Education Teacher	Yes	Instructional I2825_9226_9229Grades PK-4_Special Education PK-8_Special Education Expansion 7-12	6-8	(9360-Special Ed, ML Math (100%)	1680	0
Sarah Peck	Peck	Sarah	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jessie Peterson	Peterson	Jessie	Special Education Teacher	Yes	Instructional I2810_9226Elementary K-6_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Chelsea Phillips	Phillips	Chelsea	Special Education Teacher	Yes	Instructional II2810_2860_9225Elementary K-6_MidLevel Math 6-9_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Julianne Pitzer	Pitzer	Julianne	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	6-8	(9360-Special Education, ML Math 7-9 (100%)	1680	0
David Prezgay	Prezgay	David	Special Education Teacher	Yes	Instructional II_Administrative I9225_1115Special Education PK-12_Principal PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Brittany Prisuta	Prisuta	Brittany	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Dayna Raber	Raber	Dayna	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Meagan Rankin	Rankin	Meagan	Special Education Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects PreK-6 (100%)	1680	0
Kelly Rape	Rape	Kelly	Special Education Teacher	Yes	Instructional I2810_2850_9225Elementary K-6_MidLevel English 6-9_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Danielle Reda	Reda	Danielle	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Michelle Ritton	Ritton	Michelle	Special Education Teacher	Yes	Instructional II_Endorsement2825_9225_1180Grades PK-4_Special Education PK-12_Autism PK-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Tiffany Robinson	Robinson	Tiffany	Special Education Teacher	Yes	Instructional II2810_9235Elementary K-6_Mental and/or Physical Handicapped K-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Brooklynne Rochna	Rochna	Brooklynne	Special Education Teacher	Yes	Instructional II2825_9226Grades PK-4_Special Education PK-8	PK-12	(9340-Special Ed, Elementary Subjects, PreK-6 (50%) (7606-Developmental Reading, Elementary Classes, PreK-6 (25%)_7607-Developmental Reading, Secondary Classes, 7-12 (25%)	1680	0
Jennifer Rudzik	Rudzik	Jennifer	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0

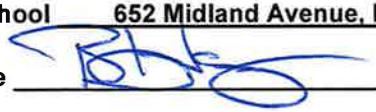
Stephanie Rukavina	Rukavina	Stephanie	Special Education Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
James Rupert	Rupert	James	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	9-12	(9385-Special Ed, Secondary Science 10-12 (100%)	1680	0
Rebecca Russell	Russell	Rebecca	Special Education Teacher	Yes	Instructional II_Letter of Equivalency3230_9227_1185English 7-12_Special Education 7-12_Masters's Equivalency	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Sharon Schaffer	Schaffer	Sharon	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Michele Sebastian	Sebastian	Michele	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jamie Seelman	Seelman	Jamie	Special Education Teacher	Yes	Instructional I2810_2850_2860_9225Elemenatry K-6_MidLevel English MidLevel Math Special Education PK-12	6-8	(9360-Special Ed, ML Math 7-9 (100%)	1680	0
Kaitlin Selby	Selby	Kaitlin	Special Education Teacher	Yes	Instructional II2825_9226_9229Grades PK-4_Special Education PK-8 Soecial Education Exoansion 7-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Leah Selvaggio	Selvaggio	Leah	Special Education Teacher	Yes	Instructional II_Program Specialist2810_2840_9225_4499Elementary K-6_Early Childhood Education N-3_Special Education PK-12_English as a Second Language (ESL) PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Mark Seminara	Seminara	Mark	Special Education Teacher	Yes	Instructional II8875_9225Social Studies 7-12_Special Education PK-12	6-8	(9370-Special Ed, ML Social Studies 7-9 (100%)	1680	0
Sydney Servello	Servello	Sydney	Special Education Teacher	Yes	Instructional I2825_9231Grades PK-4_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Angelica Shaffer	Shaffer	Angelica	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jenna Shedlock	Shedlock	Jenna	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Courtney Slovak	Slovak	Courtney	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Monika Sonsini	Sonsini	Monika	Special Education Teacher	Yes	Instructional I92315pecial Education PK-12	6-8	(9350-Special Ed, ML English 7-9 (50%) (9225-Special Ed, Resource PreK-12 (50%)	1680	0
David Soose	Soose	David	Special Education Teacher	Yes	Instructional I2810_2860_9225Elementary K-6_MidLevel Math 7-9_Soecial Education N-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jacob Springer	Springer	Jacob	Special Education Teacher	Yes	Instructional II_Supervisory2810_9225_9215Elementary K-6_Special Education PK-12_Supervisor of Special Education PK-12	6-8	(9360-Special Ed, ML Math (100%)	1680	0
Amanda Springer	Springer	Amanda	Special Education Teacher	Yes	Instructional II_Administrative I2810_9225_1115Elementary K-6_Special Education PK-12_Principal PK-12	6-8	(9360-Special Ed, ML Math (100%)	1680	0
Melonie Starr	Starr	Melonie	Special Education Teacher	Yes	Instructional I9225Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Nicole Steinbach	Steinbach	Nicole	Special Education Teacher	Yes	Instructional II2825_2826_9226_9229Grades PK-4_Grades 5-6_Special Education PK-8 Special Education Expansion 7-12	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Paula Strati	Strati	Paula	Special Education Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	K-5	(9340-Special Ed, Elementary Subjects, PreK-6 (100%)	1680	0
Brienne Stuble	Stuble	Brienne	Special Education Teacher	Yes	Instructional II_Supervisory2810_9225_9215Elementary K-6_Special Education PK-12_Supervisor Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Katherine Taylor	Taylor	Katherine	Special Education Teacher	Yes	Instructional I2810_2840_9225Elementary K-6_Early Childhood N-3_Soecial Education PK-12	9-12	(9355-Special Ed, Secondary English 10-12 (100%)	1680	0
Stephanie Thomson	Thomson	Stephanie	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Erin Urban	Urban	Erin	Special Education Teacher	Yes	Instructional I1405_9225Art PK-12_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Jennifer Vanucci	Vanucci	Jennifer	Special Education Teacher	Yes	Instructional I89225Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Bradley Vitale	Vitale	Bradley	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Athena Wahal	Wahal	Athena	Special Education Teacher	Yes	Instructional I2810_2850_2860_9225Elementary K-6_MidLevel English 6-9_MidLevel Math 6-9_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Kristy Waldroup	Waldroup	Kristy	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Juliana Wayman	Wayman	Juliana	Special Education Teacher	Yes	Instructional I2825_9231Grades PK-4_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Heather Wehman	Wehman	Heather	Special Education Teacher	Yes	Instructional II2810_7650_9226Elementary K-6_Reading Specialist_Special Education PK-8	6-8	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Eric White	White	Eric	Special Education Teacher	Yes	Instructional I1405_3230_8875_9225Art PK-12_English 7-12_Social Studies 7-12_Special Education PK-12	6-8	(9370-Special Ed, ML Social Studies 7-9 (100%)	1680	0
Kristin Williams	Williams	Kristin	Special Education Teacher	Yes	Instructional I2810_9225Elementary K-6_Mental and/or Physical Handicapped PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Kristi Williams	Williams	Kristi	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Abby Wise	Wise	Abby	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Elizabeth Wistuk	Wistuk	Elizabeth	Special Education Teacher	Yes	Instructional II2860_3230_8875_9225HL Math 6-9_English 7-12_Social Studies 7-12_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Ashlee Woznicki	Woznicki	Ashlee	Special Education Teacher	Yes	Instructional II2810_9225Elementary K-6_Special Education PK-12	PK-12	(9225-Special Ed, Resource PreK-12 (100%)	1680	0
Nicole Cwynar	Cwynar	Nicole	Title 1 Teacher	Yes	Instructional I2840Early Childhood N-3	K-5	(6811-Title 1 Remedial Math, Elementary, PreK-6 (50%) ,7606-Developmental Reading, Elementary Classes (50%)	1680	0
Matthew Abel	Abel	Matthew	Virtual Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Britney Adrian	Adrian	Britney	Virtual Classroom Teacher	Yes	Instructional I2825_9231Grades PK-4_Special Education PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jessica Allen	Allen	Jessica	Virtual Classroom Teacher	Yes	Instructional II8405Biology 7-12	9-12	(8405-Biology (100%)	1680	0
John Ames	Ames	John	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Rachel Aquino	Aquino	Rachel	Virtual Classroom Teacher	Yes	Instructional II2825_2840Grades PK-4_Early Childhood N-3	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Emilee Atkins	Atkins	Emilee	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jennifer Autieri Dukovic	Autieri Dukovich	Jennifer	Virtual Classroom Teacher	Yes	Instructional I3230_9225English 7-12_Special Education PK-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Kerry Baker	Baker	Kerry	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Peyton Baker	Baker	Peyton	Virtual Classroom Teacher	Yes	Instructional I3230English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Christina Ballard	Ballard	Christina	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	6-8	(2850-English 7-9 (100%)	1680	0
Tracy Batzli	Batzli	Tracy	Virtual Classroom Teacher	Yes	Instructional II2810_2860_7650Elementary K-6_MidLevel Math 6-9_Reading Specialist PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jennifer Behr	Behr	Jennifer	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Brian Blanker	Blanker	Brian	Virtual Classroom Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Robert Boord	Boord	Robert	Virtual Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Sandra Boyer	Boyer	Sandra	Virtual Classroom Teacher	Yes	Instructional I7205Music PK-12	9-12	(7202-Music, Secondary 7-12 (100%)	1680	0
Kathleen Burkhead	Burkhead	Kathleen	Virtual Classroom Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Erin Butler	Butler	Erin	Virtual Classroom Teacher	Yes	Instructional II8420_8450_8470Chemistry 7-12_General Science 7-12_Physics 7-12	9-12	(8470-Physics 10-12 (100%)	1680	0
Sarah Carr	Carr	Sarah	Virtual Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (50%)(6800-Math 10-12 (50%)	1680	0
Susan Charlton	Charlton	Susan	Virtual Classroom Teacher	Yes	Instructional II6800Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Sarah Cilites	Cilites	Sarah	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Brooke Colavecchia	Colavecchia	Brooke	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Kate Colbert	Colbert	Kate	Virtual Classroom Teacher	Yes	Instructional I2825_9226Grades PK-4_Special Education PK-8	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Whitney Conjeski	Conjeski	Whitney	Virtual Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (50%) ,8875-Social Studies 10-12 (50%)	1680	0
Bobbi Jo Corradi	Corradi	Bobbi Jo	Virtual Classroom Teacher	Yes	Instructional II_Administrative I2810_1115Elementary K-6_Principal PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Brandon Cowell	Cowell	Brandon	Virtual Classroom Teacher	Yes	Instructional I3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Bridget Curry	Curry	Bridget	Virtual Classroom Teacher	Yes	Instructional II8405Biology 7-12	9-12	(8405-Biology (100%)	1680	0
Melissa D'Amico	D'Amico	Melissa	Virtual Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Peter D'Arcangelo	D'Arcangelo	Peter	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Bryan Davidson	Davidson	Bryan	Virtual Classroom Teacher	Yes	Instructional II3230_8875English 7-12_Social Studies 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Mara Davies	Davies	Mara	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Nicole Davis	Davis	Nicole	Virtual Classroom Teacher	Yes	Instructional II_Administrative I6800_1115Math 7-12_Principal PK-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Alyssa Deluca	Deluca	Alyssa	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Patricia DeVincentis	DeVincentis	Patricia	Virtual Classroom Teacher	Yes	Instructional I4810_8405_8450Health PK-12_Biology 7-12_General Science 7-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Julie Dinaples	Dinaples	Julie	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Christine Dioguardi	Dioguardi	Christine	Virtual Classroom Teacher	Yes	Instructional I2810_2850Elementary K-6_MidLevel English 6-9	6-8	(2850-ML English 7-9 (100%)	1680	0
Lori Dodd	Dodd	Lori	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Lindsey Douglass	Douglass	Lindsey	Virtual Classroom Teacher	Yes	Instructional II2860_8875_9225MidLevel Math 6-9_Social Studies 7-12_Special Education PK-12	9-12	(8845-History 10-12 (50%) ,8875-Social Studies 10-12 (50%)	1680	0
Cassandra Durbin	Durbin	Cassandra	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Cory Eaton	Eaton	Cory	Virtual Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Tyler Ellis	Ellis	Tyler	Virtual Classroom Teacher	Yes	Instructional I2810_2880Elementary K-6_MidLevel Science 6-9	6-8	(2880-ML Science 7-9 (100%)	1680	0
Douglas Fausti	Fausti	Douglas	Virtual Classroom Teacher	Yes	Instructional II_Administrative I8875_1115Social Studies 7-12_Principal PK-12	9-12	(8875-Social Studies 10-12 (100%)	1680	0
Claire Fauzey	Fauzey	Claire	Virtual Classroom Teacher	Yes	Instructional II_Educational Specialist I_Administrative I 2850_2860_3200_8875_1836_1837_1119MidLevel English 6-9_MidLevel Math 6-9_Communications 7-12_Social Studies 7-12_Elementary Counselor K-6_Secondary Counselor 7-12_Principal PK-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Mark Felbinger	Felbinger	Mark	Virtual Classroom Teacher	Yes	Instructional II2810_2870Elementary K-6_MidLevel Citizenship 6-9	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Christopher Fennig	Fennig	Christooher	Virtual Classroom Teacher	Yes	Instructional II8420Chemistry 7-12	9-12	(8420-Chemistry (100%)	1680	0
Rebecca Ferraro	Ferraro	Rebecca	Virtual Classroom Teacher	Yes	Instructional I3230_9227English 7-12_Special Education 7-12	9-12	(3200-English 10-12 (100%)	1680	0
Jennifer Flaugh	Flaugh	Jennifer	Virtual Classroom Teacher	Yes	Instructional II8405_8450Biology 7-12_General Science 7-12	9-12	(8405-Biology (100%)	1680	0
Brittny Flora	Flora	Brittny	Virtual Classroom Teacher	Yes	Instructional II1603_2810Business Computer Info Tech PK-12_Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Katie Forse	Forse	Katie	Virtual Classroom Teacher	Yes	Instructional II8405Biology 7-12	9-12	(8405-Biology (100%)	1680	0
John Fox	Fox	John	Virtual Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Shannon Frederick	Frederick	Shannon	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Elizabeth Frioni	Frioni	Elizabeth	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Shannon Gaul	Gaul	Shannon	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Benjamin Gelzheiser	Gelzheiser	Benjamin	Virtual Classroom Teacher	Yes	Instructional II_Administrative I3230_8875_1115English 7-12_Social Studies 7-12_Principal PK-12	9-12	(8860-Psychology, Social or Behavioral Science (50%)/8880-Sociology 10-12 (50%)	1680	0
Lindsay Glass	Glass	Lindsay	Virtual Classroom Teacher	Yes	Instructional II2810_2840Elementary K-6_Early Childhood N-3	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Jessica Gogia	Gogia	Jessica	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Kate Grable	Grable	Kate	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Emily Gratteri	Gratteri	Emily	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Peter Gratz	Gratz	Peter	Virtual Classroom Teacher	Yes	Instructional II8450_8875General Science 7-12_Social Studies 7-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Jason Guido	Guido	Jason	Virtual Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8875-Social Studies 10-12 (100%)	1680	0
Janice Gural	Gural	Janice	Virtual Classroom Teacher	Yes	Instructional II2810_2860Elementary K-6_MidLevel Math 6-9	6-8	(2860-ML Math 7-9 (100%)	1680	0
Megan Harvey	Harvey	Megan	Virtual Classroom Teacher	Yes	Instructional I4810_8405_8450Health PK-12_Biology 7-12_General Science 7-12	6-8	(8441-Earth and Space Science, Intermediate (100%)	1680	0
Matthew Harvey	Harvey	Matthew	Virtual Classroom Teacher	Yes	Instructional II8440Earth and Space Science 7-12	6-8	(8441-Earth and Space Science, Intermediate 7-9 (100%)	1680	0
Christine Hawthorne	Hawthorne	Christine	Virtual Classroom Teacher	Yes	Instructional II6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Wilfred Henry	Henry	Wilfred	Virtual Classroom Teacher	Yes	Instructional II1603_1657_6075_6800_8405_8420_8470_8875_9227Business Computer Info Tech PK-12_Computer Science 7-12_Technology Education PK-12_Math 7-12_Biology 7-12_Chemistry 7-12_Physics 7-12_Social Studies 7-12_Special Education 7-12	9-12	(8405-Biology (50%) ,2121-Computer Technology (50%)	1680	0
Kimberly Herman	Herman	Kimberly	Virtual Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8875-Social Studies 10-12 (100%)	1680	0
Meghan Heymann	Heymann	Meghan	Virtual Classroom Teacher	Yes	Instructional II3100_3100_8450Grades 4-8 (all subjects 4-6; Math 7-8)_Grades 4-8 (All subjects 4-6; science 7-8)_General Science 7-12	9-12	(8420-Chemistry (100%)	1680	0
Laurie Hiles	Hiles	Laurie	Virtual Classroom Teacher	Yes	Instructional II8420Chemistry 7-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Elizabeth Hills	Hills	Elizabeth	Virtual Classroom Teacher	Yes	Instructional II8440_8450Earth and Space Science 7-12_General Science 7-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Amanda Hoffman	Hoffman	Amanda	Virtual Classroom Teacher	Yes	Instructional II_Program Specialist1405_4490_4499Art PK-12_Spanish PK-12_English as a Second Language (ESL) PK-12	9-12	(1402-Art Secondary (50%) ,4490-Spanish 7-12 (50%)	1680	0
Richard Holman	Holman	Richard	Virtual Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (100%)	1680	0
Melissa Honeychuck	Honeychuck	Melissa	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Tyler Hood	Hood	Tyler	Virtual Classroom Teacher	Yes	Instructional I2825Grades PK-4	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Amanda Hoover	Hoover	Amanda	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Daniel Houlihan	Houlihan	Daniel	Virtual Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (100%)	1680	0
Ryan Huber	Huber	Ryan	Virtual Classroom Teacher	Yes	Instructional I4490Spanish PK-12	9-12	(4490-Spanish 7-12 (100%)	1680	0
Anne Hudson	Hudson	Anne	Virtual Classroom Teacher	Yes	Instructional I2810_2870Elementary K-6_MidLevel Citizenshio 6-9	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Amanda Huss	Huss	Amanda	Virtual Classroom Teacher	Yes	Instructional I8420Chemistry 7-12	9-12	(8468-Physical Science, Intermediate, 10-12 (100%)	1680	0
Lauren Ionadi	Ionadi	Lauren	Virtual Classroom Teacher	Yes	Instructional II2810_2860Elementary K-6_MidLevel Math 6-9	6-8	(2860-ML Math 7-9 (100%)	1680	0
Maryanne Jahn	Jahn	Maryanne	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Jeremiah Johnson	Johnson	Jeremiah	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English 10-12 (100%)	1680	0
Kelly Jones	Jones	Kelly	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Katherine Kalsey	Kalsey	Katherine	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Andrea Kamazyn	Kamazyn	Andrea	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0

Danine Kelly	Kelly	Danine	Virtual Classroom Teacher	Yes	Instructional II_Administrative 8405_8450_1115Biology 7-12_General Science 7-12_Principal PK-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Jennifer Kent	Kent	Jennifer	Virtual Classroom Teacher	Yes	Instructional I2810_2840Elementary K-6 Early Childhood N-3	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Rachel Klemencic	Klemencic	Rachel	Virtual Classroom Teacher	Yes	Instructional I4410French PK-12	9-12	(4410-French 6-12 (100%)	1680	0
Chelsea Kmetz	Kmetz	Chelsea	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (50%)_6800-Math 10-12 (50%)	1680	0
Christine Koprivnikar	Koprivnikar	Christine	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Virginia Kotok	Kotok	Virginia	Virtual Classroom Teacher	Yes	Instructional II2810_2850_2870_2880_6420_9225Elementary K-6_ML English 6-9_ML Citizenship 6-9_ML Science 6-9_Library Science 6-9_Special Education PK-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Kristin Kovacs	Kovacs	Kristin	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Kara Kowalczyk	Kowalczyk	Kara	Virtual Classroom Teacher	Yes	Instructional I8405Biology 7-12	6-8	(8441-Earth and Space Science. Intermediate (100%)	1680	0
Abigail Kuwik	Kuwik	Abigail	Virtual Classroom Teacher	Yes	Instructional I8405Biology 7-12	9-12	(8420-Chemistry (100%)	1680	0
Lauren Levendusky	Levendusky	Lauren	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Noah Lewis	Lewis	Noah	Virtual Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Jennifer Liptak	Liptak	Jennifer	Virtual Classroom Teacher	Yes	Instructional I1603_1668Business Computer Info Technology PK-12_Marketing-District Education Teacher Coordinator 7-12	9-12	(1002-Computer Science, Secondary, 7-12 (100%)	1680	0
Kayla-Jo Loughran	Loughran	Kayla-Jo	Virtual Classroom Teacher	Yes	Instructional II_Administrative I8875_1115Social Studies 7-12_Principal PK-12	9-12	(8875-Social Studies (100%)	1680	0
Courtney Lutch	Lutch	Courtney	Virtual Classroom Teacher	Yes	Instructional II_Program Specialist2860_3230_4499MidLevel Math 6-9_English 7-12_English as a Second Language (ESL) PK-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Anthony Marsilio	Marsilio	Anthony	Virtual Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Katelyn Mattas	Mattas	Katelyn	Virtual Classroom Teacher	Yes	Instructional I2825Grades PK-4	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Antonio Mauro	Mauro	Antonio	Virtual Classroom Teacher	No		9-12	(4410-French 6-12 (50%) (4420-German 7-12 (50%)	1680	100
April McCaslin	McCaslin	April	Virtual Classroom Teacher	Yes	Instructional I3230_8405English 7-12_Biology 7-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Andrew McDonald	McDonald	Andrew	Virtual Classroom Teacher	Yes	Instructional I_Endorsement8875_1189Social Studies 7-12_Gifted PK-12	9-12	(8875-Social Studies 10-12 (100%)	1680	0
Katie McGuire	McGuire	Katie	Virtual Classroom Teacher	Yes	Instructional II2850_8875_9225MidLevel English 6-9_Social Studies 7-12_Special Education PK-12	9-12	(8875-Social Studies 10-12 (100%)	1680	0
Kristy McKnight	McKnight	Kristy	Virtual Classroom Teacher	Yes	Instructional I2810_4490Elementary K-6_Spanish PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Blake Meehan	Blake	Meehan	Virtual Classroom Teacher	Yes	Instructional I1603Business Computer Information Technology PK-12	9-12	(1606-Business Education, Secondary (100%)	1680	0
Lisa Monit	Monit	Lisa	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Kelli Moon	Moon	Kelli	Virtual Classroom Teacher	Yes	Instructional I8405_8440Biology 7-12_Earth and Space Science 7-12	9-12	(8405-Biology (100%)	1680	0
Kristin Murli	Murli	Kristin	Virtual Classroom Teacher	Yes	Instructional I8405Biology 7-12	9-12	(8405-Biology (100%)	1680	0
Brandy Napoli	Napoli	Brandy	Virtual Classroom Teacher	Yes	Instructional I2810_2850Elementary K-6_MidLevel English 6-9	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Ryan Napolitan	Napolitan	Ryan	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Beth Narad	Narad	Beth	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Juliette Nasiadka	Nasiadka	Juliette	Virtual Classroom Teacher	Yes	Instructional II_Administrative5600_8875_1116Family Consumer Science PK-12_Social Studies 7-12_Principal PK-12	9-12	(8845-History 10-12 (100%)	1680	0
Orsola Nebel	Nebel	Orsola	Virtual Classroom Teacher	Yes	Instructional II 2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Christina Nelson	Nelson	Christina	Virtual Classroom Teacher	Yes	Instructional II2810_3230Elementary K-6 English 7-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Dane O'Brien	O'Brien	Dane	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Rachel Oravec	Oravec	Rachel	Virtual Classroom Teacher	Yes	Instructional II3200_3230Communications 7-12_English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Dale Osselborn	Osselborn	Dale	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Brian Partyka	Partyka	Brian	Virtual Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	9-12	(8845-History 10-12 (100%)	1680	0
Mark Perich	Perich	Mark	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	9-12	(6800-Math 10-12 (100%)	1680	0
Paul Pero	Pero	Paul	Virtual Classroom Teacher	Yes	Instructional II8875_4490Social Studies 7-12_Spanish PK-12	9-12	(4490-Spanish 7-12 (100%)	1680	0
Elizabeth Podolak	Podolak	Elizabeth	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Robert Pyle	Pyle	Robert	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Sullivan Randall	Randall	Sullivan	Virtual Classroom Teacher	Yes	Instructional I2825Grades PK-4	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Kimberly Rangel	Rangel	Kimberly	Virtual Classroom Teacher	Yes	Instructional I2810_7650Elementary K-6_Reading Specialist PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Amy Reed	Reed	Amy	Virtual Classroom Teacher	Yes	Instructional II2810_2880_7650Elementary K-6_MidLevel Science 6-9_Reading Specialist PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Kimberly Refosco	Refosco	Kimberly	Virtual Classroom Teacher	Yes	Instructional I4490Spanish PK-12	9-12	4490-Spanish 7-12 (100%)	1680	0
Rebecca Rettinger	Rettinger	Rebecca	Virtual Classroom Teacher	Yes	Instructional II2810_2860_9225Elementary K-6_MidLevel Math 6-9_Special Education PK-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Nicholas Rhodes	Rhodes	Nicholas	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	9-12	(6800-Math 10-12 (50%)_2860 ML Math 7-9 (50%)	1680	0
Denise Rivera Lopez	Rivera Lopez	Denise	Virtual Classroom Teacher	Yes	Instructional II_Program Specialist4490_9225_9290_4499Spanish PK-12_Special Education PK-12_Visually Impaired PK-12_ESL PK-12	9-12	(4490-Spanish 7-12 (100%)	1680	0
Kathryn Rizzo	Rizzo	Kathryn	Virtual Classroom Teacher	Yes	Instructional II2810_2850_3200_3230Elementary K-6_MidLevel English 6-9_Communications 7-12_English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Ryan Roccia	Roccia	Ryan	Virtual Classroom Teacher	Yes	Instructional I3230English 7-12	9-12	(3200-English 10-12 (100%)	1680	0
Michelle Rodgers	Rodgers	Michelle	Virtual Classroom Teacher	Yes	Instructional II8875Social Studies 7-12	9-12	(8845-History 10-12 (100%)	1680	0
Mary Rohanna	Rohanna	Mary	Virtual Classroom Teacher	Yes	Instructional II_Educational Specialist I2810_1825Elementary K-6_Instructional Technology Specialist PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Christopher Roman	Roman	Christopher	Virtual Classroom Teacher	Yes	Instructional II_Educational Specialist I6800_1825Math 7-12_Instructional Technology Specialist PK-12	9-12	(6800-Math 10-12 (100%)	1680	0
Kelly Romasco	Romasco	Kelly	Virtual Classroom Teacher	Yes	Instructional II_Administrative I_Letter of Eligibility_Supervisory7205_1115_1150_2915Music PK-12_Principal PK-12_Superintendent PK-12_Supervisor Curriculum & Instruction PK-12	9-12	(7202 Music; Secondary 7-12 (100%)	1680	0
Patricia Roseman	Roseman	Patricia	Virtual Classroom Teacher	Yes	Instructional II_Program Specialist3230_4499English 7-12_English as a Second Language (ESL) PK-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Michele Rossell	Rossell	Michele	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Logan Salicce	Salicce	Logan	Virtual Classroom Teacher	Yes	Instructional I3230English 7-12	9-12	(3200-English 10-12 (100%)	1680	0
Stacy Sampson	Sampson	Stacy	Virtual Classroom Teacher	Yes	Instructional II_Administrative I2910_2860_1115Elementary K-6_MidLevel Math 6-9_Principal PK-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Beth Scarlatelli	Scarlatelli	Beth	Virtual Classroom Teacher	Yes	Instructional I8405_8440Biology 7-12_Earth and Space Science 7-12	9-12	(8405-Biology (100%)	1680	0
Melanie Schlotterbeck	Schlotterbeck	Melanie	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Marla Schwab	Schwab	Marla	Virtual Classroom Teacher	Yes	Instructional I2910_2840_9225Elementary K-6_Early Childhood N-3_Special Education PK-12	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Erik Sculli	Sculli	Erik	Virtual Classroom Teacher	Yes	Instructional I2810_3230_8875Elementary K-6_English 7-12_Social Studies 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Jennifer Sears	Sears	Jennifer	Virtual Classroom Teacher	Yes	Instructional II8405_8420Biology 7-12_Chemstry 7-12	6-8	(2880-ML Science 7-9 (100%)	1680	0
Heather Sheyn	Sheyn	Heather	Virtual Classroom Teacher	Yes	Instructional I2810_2840Elementary K-6 Early Childhood N-3	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Dennis Smalley	Smalley	Dennis	Virtual Classroom Teacher	Yes	Instructional II_Administrative I6800_8405_1115Math 7-12_Biology 7-12_Principal PK-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Jennifer Smith	Smith	Jennifer	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	6-8	(2850-ML English 7-9 (100%)	1680	0
Margaret Smith	Smith	Margaret	Virtual Classroom Teacher	Yes	Instructional II3100_6800Grades 4-8 (All subjects 4-6; Math 7-8)_Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Samantha Smith	Smith	Samantha	Virtual Classroom Teacher	Yes	Instructional II3230English 7-12	9-12	(3200-English/Communication 10-12 (100%)	1680	0
Courtney Speaks	Speaks	Courtney	Virtual Classroom Teacher	Yes	Instructional I3230English 7-12	9-12	(3200-English 10-12 (100%)	1680	0
Melissa Spooner	Spooner	Melissa	Virtual Classroom Teacher	Yes	Instructional I2810_9225Elementary K-6_Special Education PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Abbey Stiger	Stiger	Abbey	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Sara Swogger	Swogger	Sara	Virtual Classroom Teacher	Yes	Instructional II2810_7650_9225Elementary K-6_Reading Specialist PK-12_Special Education PK-12	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Katelyn Taggart	Taggart	Katelyn	Virtual Classroom Teacher	Yes	Instructional II_Administrative I6800_1115Math 7-12_Principal PK-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Kate Taylor	Taylor	Kate	Virtual Classroom Teacher	Yes	Instructional II_Administrative I3200_3230_1115Communications 7-12_English 7-12_Principal PK-12	6-8	(2850-ML English 7-9 (100%)	1680	0
JoAnna Taylor	Taylor	JoAnna	Virtual Classroom Teacher	Yes	Instructional I4003_8405_8420_9205American Sign Language (ASL) PK-12_Biology 7-12_Chemistry 7-12_Hearing Impaired PK-12	9-12	(9900-Other not listed above (certificated personnel) 100%)	1680	0
Alec Tesznar	Tesznar	Alec	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Lon Valentine	Valentine	Lon	Virtual Classroom Teacher	Yes	Instructional I8875Social Studies 7-12	9-12	(8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%)	1680	0
James Vanderschaaff	Vanderschaaff	James	Virtual Classroom Teacher	Yes	Instructional I_Administrative I8875_1115Social Studies 7-12_Principal PK-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Emily Velte	Velte	Emily	Virtual Classroom Teacher	Yes	Instructional II2860_5600_8875_9225MidLevel Math 6-9_Family Consumer Science PK-12_Social Studies 7-12_Special Education PK-12	9-12	(8830-Economics (100%)	1680	0
John Venturella	Venturella	John	Virtual Classroom Teacher	Yes	Instructional II2810_2870_9225Elementary K-6_MidLevel Citizenship 6-9_Special Education PK-12	6-8	(2870-ML Social Studies 7-9 (100%)	1680	0
Ashli Waida	Waida	Ashli	Virtual Classroom Teacher	Yes	Instructional I2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Deborah Wallace	Wallace	Deborah	Virtual Classroom Teacher	Yes	Instructional II8420_8450Chemistry 7-12_General Science 7-12	9-12	8420-Chemistry (100%)	1680	0
Megan West	West	Megan	Virtual Classroom Teacher	Yes	Instructional I3100Grades 4-8 (All Subjects 4-6, Social Studies 7-8)	K-5	(2845-Elementary , Intermediate Grades 4-6 (100%)	1680	0
Alison Wojtkowiak	Wojtkowiak	Alison	Virtual Classroom Teacher	Yes	Instructional II 6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Kara Yates	Yates	Kara	Virtual Classroom Teacher	Yes	Instructional II2810Elementary K-6	K-5	(2844-Elementary Primary Grades 1-3 (100%)	1680	0
Jessica Yeager	Yeager	Jessica	Virtual Classroom Teacher	Yes	Instructional I6800Math 7-12	6-8	(2860-ML Math 7-9 (100%)	1680	0
Miles Zimmerman	Zimmerman	Miles	Virtual Classroom Teacher	Yes	Instructional II3100_3100Grades 4-8(All Subjects 4-6, Math 7-8)_Grades 4-8(All Subjects 4-6, English, Language Arts, Reading 7-8)	6-8	(2860-ML Math 7-9 (100%)	1680	0

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

REVENUES

6000			**REVENUE FROM LOCAL SOURCES**	
6500			**EARNINGS ON INVESTMENTS**	
	6510		Interest on Investments and Interest-Bearing Checking Accounts	9,254,585
	6520		Dividends on Investments	-
	6530		Gains or Losses on Sale of Investments	-
	6540		Earnings on Investments in Real Property	-
	6590		Other Earnings or Investments	-
6600			**FOOD SERVICE REVENUE**	
	6610		Daily Sales - Reimbursable Programs	-
	6620		Daily Sales - Non-Reimbursable Programs	-
	6630		Special Functions	-
	6640		Non-Cash Contributions	-
	6650		Price Reduction for Reduced Price and Free Meals (Debit)	-
	6690		Other Food Service Revenues	-
6700			**REVENUES FROM STUDENT ACTIVITIES**	
	6710		Admissions	-
	6720		Bookstore Sales	-
	6730		Student Organization Membership Dues and Fees	-
	6740		Fees	-
	6750		Student Activity - Special Events	-
	6790		Other Student Activity Income	-
6800			**REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH**	
	6810		Revenue from Local Governmental Units	-
	6820		Revenue from Intermediary Sources - Commonwealth Funds	-
	6830		Revenues from Intermediary Sources - Federal Funds	2,201,035
	6890		Other Revenues from Intermediary Sources	-

6900			**OTHER REVENUE FROM LOCAL SOURCES**	
	6910		Rentals	-
	6920		Contributions & Donations from Private Sources / Capital Contributions	3,183
	6930		Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	-
	6940		Tuition from Patrons	
		6941	Regular Day School Tuition	-
		6942	Summer School Tuition	-
		6943	Adult Education Tuition	-
		6944	Receipts From Other LEAs in Pennsylvania - Education	202,000,000
		6945	Receipts from Out-of-State LEAs	-
		6946	Receipts from Member Districts - AVTS / Special Program Jointure only	-
		6947	Receipts from Members of Intermediate Units for Education by Withholding	-
		6948	Receipts from Members of Intermediate Units for Direct Contributions	-
		6949	Other Tuition from Patrons	-
	6950		Unassigned	-
	6960		Services Provide Other Local Governmental Units / LEAs	
		6961	Transportation Services Provided Other Pennsylvania LEAs	-
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	-
	6970		Services Provided Other Funds	15,956,391
	6980		Revenue from Community Service Activities	-
	6990		Refunds and Other Miscellaneous Revenue	
		6991	Refunds of a Prior Year Expenditure	430,093
		6999	Other Revenues Not Specified Above	160,000
7000			**REVENUE FROM STATE SOURCES**	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	-
	7160		Tuition for Orphans and Children Placed in Private Homes	-
	7180		Staff and Program Development	-
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	-
	7220		Vocational Education	-
	7230		Alternative Education	-
	7240		Driver Education - Student	-
	7250		Migratory Children	-
	7260		Workforce Investment Act (WIA)	-
	7270		Specialized Education of Exceptional Pupils	-
	7280		Adult Literacy	-

	7290		Additional Educational Program Revenues	-
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation (Regular and Additional)	-
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	-
	7330		Health Services (Medical, Dental, Nurse, Act 25)	159,606
	7340		Unassigned	-
	7350		Sewage Treatment Operations / Environmental Subsidies	-
	7360		Safe Schools	-
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	-
		7503	Project 720/High School Reform	-
		7531	Ready to Learn Block Grant	936,511
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	-
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	-
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	-
	7820		State Share of Retirement Contributions	-
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	-
	7990		Other Technology Grants	-
8000			**REVENUE FROM FEDERAL SOURCES**	
8100			UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110		Payments for Federally Impacted Areas - P.L. 81-874	-
	8190		Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	-
8200			UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	-
8300			RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310		Payments for Federally Impacted Areas - P.L. 81-815	-

	8320		Energy Conservation Grants - TA and ECM	-
	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	-
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	5,218,559
	8520		Vocational Education	-
	8530		Child Nutrition Program	-
	8540		Nutrition Education and Training	-
	8560		Federal Block Grants	-
	8570		Unassigned	-
	8580		Child Care and Development Block Grants	-
	8590		Unassigned	-
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610		Homeless Assistance Act	-
	8620		Adult Basic Education	-
	8640		Headstart	-
	8650		Unassigned	-
	8660		Workforce Investment Act (WIA)	-
	8670		Unassigned	-
	8680		Unassigned	-
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	-
8700			FEDERAL STIMULUS FUNDING	
	8730		American Recovery and Reinvestment Act of 2009 (ARRA) Grants	-
	8740		CARES Act and CRRSA Act Funding	-
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	15,959
9000			**OTHER FINANCING SOURCES**	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	-
	9120		Proceeds from Refunding of Bonds	-

9200			PROCEEDS FROM EXTENDED TERM FINANCING	-
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	-
	9320		Special Revenue Fund Transfers	-
	9330		Capital Projects Funds Transfers	-
	9340		Debt Service Fund Transfers	-
	9350		Enterprise Fund Transfers	-
	9360		Internal Service Fund Transfers	-
	9370		Trust and Agency Fund	-
	9380		Activity Fund Transfers	-
	9390		Permanent Fund Transfers	-
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	8,669
9500			Unassigned	-
9600			Unassigned	-
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	-
	9720		Transfers from Primary Governments	-
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	-
	9820		Special Revenue Intrafund Transfers	-
	9840		Debt Service Intrafund Transfers	-
	9850		Enterprise Intrafund Transfers	-
	9860		Internal Service Intrafund Transfers	-
	9870		Trust and Agency Intrafund Transfers	-
	9880		Activity Interfund Transfers	-
TOTAL REVENUES				**236,344,590**

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Name of School The Pennsylvania Cyber Charter School

Address of School 652 Midland Avenue, Midland, PA 15059

CEO Signature 

Note - Expenditures may be submitted EITHER as accrual or cash basis

EXPENDITURES

1000		**INSTRUCTION**	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	68,972,557
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	39,492,831
1300		VOCATIONAL EDUCATION	-
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	1,177,683
1600		ADULT EDUCATION PROGRAMS	-
1700		HIGHER EDUCATION PROGRAMS	-
1800		PRE-KINDERGARTEN	-
2000		**SUPPORT SERVICES**	
2100		SUPPORT SERVICES - PUPIL PERSONNEL	
	2110	Supervision of Pupil Personnel Services	2,981,521
	2120	Guidance Services	6,234,945
	2130	Attendance Services	1,569,906
	2140	Psychological Services	640,585
	2150	Speech Pathology and Audiology Services	-
	2160	Social Work Services	-
	2170	Student Accounting Services	767,733
	2190	Other Pupil Personnel Services	1,699,086
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	-

	2220	Technology Support Services	195,564
	2230	Educational Television Services	-
	2240	Computer-Assisted Instruction Support Services	-
	2250	School Library Services	-
	2260	Instruction and Curriculum Development Services	3,998,954
	2270	Instructional Staff Professional Development Services	295,009
	2280	Nonpublic Support Services	-
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	678,945
	2320	Board Treasurer Services	-
	2340	Staff Relations and Negotiations Services	-
	2350	Legal Services	617,741
	2360	Office of the Superintendent (Executive Director) Services	2,971,103
	2370	Community Relations Services	-
	2380	Office of the Principal Services	4,111,001
	2390	Other Administration Services	820,072
2400		SUPPORT SERVICES - PUPIL HEALTH	933,050
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	4,898,016
	2520	Purchasing Services	-
	2530	Warehousing and Distributing Services	2,540,000
	2540	Printing, Publishing and Duplicating Services	-
	2590	Other Support Services - Business	16,178,728
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	-
	2620	Operation of Buildings Services	3,363,591
	2630	Care and Upkeep of Grounds Services	-
	2640	Care and Upkeep of Equipment Services	-
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	24,901
	2660	Security Services	26,000
	2690	Other Operation and Maintenance of Plant Services	4,080,233
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	-
	2720	Vehicle Operation Services	-
	2730	Monitoring Services	-
	2740	Vehicle Servicing and Maintenance Services	-
	2750	Nonpublic Transportation	-

	2790	Other Student Transportation Services	-
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	4,385,264
	2820	Information Services	1,554,664
	2830	Staff Services	1,090,399
	2840	Data Processing Services	-
	2850	State and Federal Agency Liaison Services	390,412
	2860	Management Services	-
	2890	Other Support Services Central	-
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	-
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**	
3100		FOOD SERVICES	-
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	442,279
	3250	School Sponsored Athletics	25,138
3300		COMMUNITY SERVICES	
	3310	Community Recreation	58,597
	3320	Civic Services	-
	3330	Public Library Services	-
	3340	Custody and Child Care	-
	3350	Welfare Activities	-
	3390	Other Community Services	-
3400		SCHOLARSHIPS AND AWARDS	-
4000		**FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES**	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	1,200
4200		EXISTING SITE IMPROVEMENT SERVICES	865
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPEICIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	-
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	-

4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	8,775,489
4600		EXISTING BUILDING IMPROVEMENT SERVICES	-
5000		**OTHER EXPENDITURES AND FINANCING USES**	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	-
5200		FUND TRANSFERS	-
5300		TRANSFERS INVOLVING COMPONENT UNITS	-
5400		INTRAFUND TRANSFERS OUT	-
5800		SUSPENSE ACCOUNT	-
5900		BUDGETARY RESERVE	-
TOTAL EXPENDITURES			**185,994,061**

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2025 **50,350,529**

THE ANNUAL COMPREHENSIVE FINANCIAL REPORT

FOR THE FISCAL YEAR ENDED
JUNE 30, 2024



Midland, Pennsylvania

THE PENNSYLVANIA CYBER CHARTER SCHOOL
MIDLAND, PENNSYLVANIA



THE ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the Fiscal Year Ended June 30, 2024

Brian Hayden
Chief Executive Officer

Prepared by:

Business Administrator's Office

Matthew Schulte
Chief Financial Officer

Ryan Frueh
Director of Business Services

THE PENNSYLVANIA CYBER CHARTER SCHOOL

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THE PENNSYLVANIA CYBER CHARTER SCHOOL

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Revenue Capacity:		
Assessed Value and Estimated Actual Value of Taxable Property		N/A
Direct and Overlapping Property Tax Rates		N/A
Principal Property Taxpayers		N/A
Property Tax Levies and Collections		N/A
Debt Capacity:		
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Direct and Overlapping Governmental Activities Debt		N/A
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INTRODUCTORY SECTION

PAcyber

The Pennsylvania Cyber Charter School

Mission Statement

Empower all students and families to become active participants in their own learning and equip them with skills for the future.
We achieve this through engaging content, delivered by innovative teaching in a culture of caring.

The Pennsylvania Cyber Charter School

Vision, Mission and Core Values

Our Vision

Inspire today's learners to be tomorrow's thinkers.

Our Mission

Empower all students and families to become active participants in their own learning and equip them with skills for the future. We achieve this through engaging content, delivered by innovative teaching in a culture of caring.

Our Core Values

An organization's core values shape its culture, identify its priorities, and provide the framework and criteria by which decisions are made. As these are the essential principles that guide PA Cyber, they must be known, understood, and shared by all stakeholders.

Integrity

We act with transparency, honesty, and accountability, and we are dedicated to exemplary work.

Innovation

We encourage new ideas and practices that foster student success.

Service

We are dedicated to ensuring positive family experiences with passion and enthusiasm by being responsive to our families' needs.

Excellence

We challenge our students and ourselves to meet or exceed the highest expectations.

Professionalism

We place value on all stakeholders, evidenced by how we treat others - with dignity, courtesy, professionalism, and, above all, respect. We believe in collaborative work among teachers, staff, and administrators and use the expertise and support of the families we serve.

November 8, 2024

To the Parents/Guardians of Pennsylvania Cyber Charter School students and the Board of Trustees
The Pennsylvania Cyber Charter School
Midland, PA 15059

The Annual Comprehensive Financial Report of the Pennsylvania Cyber Charter School (School) for the fiscal year ended June 30, 2024, is hereby submitted. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with management and the Board of Trustees (Board). To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly, in all material respects, the respective financial position and results of operations of the various funds of the School. All disclosures necessary to enable the reader to gain an understanding of the School's financial activities have been included.

Generally accepted accounting principles require that management provide a narrative introduction, overview and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The MD&A can be found immediately following the report of the independent auditors.

Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the Pennsylvania Cyber Charter School for its annual comprehensive financial report for the fiscal year ended June 30, 2023. This was the sixth consecutive year that the School has achieved this prestigious award. In order to be awarded a Certificate of Achievement, a School must publish an easily readable and efficiently organized annual comprehensive financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

A Certificate of Achievement is valid for a period of one year only. We believe that our current annual comprehensive financial report continues to meet the Certificate of Achievement Program's requirements and we are submitting it to the GFOA to determine its eligibility for another certificate.

About PA Cyber

Serving students in kindergarten through 12th grade, the School is one of the largest, most experienced, and most successful online public schools in the nation. The School's online learning environments, personalized instructional methods, and choices of curricula connect Pennsylvania students and their families with state-certified and highly-qualified teachers, and rich academic content that is aligned to state standards. Founded in 2000, the School is headquartered in Midland, PA (Beaver County) and maintains a network of support offices throughout the state. As a public school, PA Cyber is open for enrollment by any school-age child residing in the Commonwealth of Pennsylvania and does not charge tuition to students or families.

A Continuum of Learning

At the School, our student-centered instructional model recognizes the different developmental stages students typically follow, while respecting the innate differences and unique abilities of each individual child. This flexible-but-focused learning model allows our teachers to use a variety of teaching strategies and curriculum choices to create an education program that is deeply personal. It all works to inspire students – supported by the caring adult mentors in their lives – to become self-motivated, lifelong learners.

Innovative Curriculum and Instruction

The School is a tuition-free public school chartered by the Pennsylvania Department of Education, which approves our curriculum. All of our teachers are Pennsylvania-certified, highly qualified educators. We are one of only three cyber charter schools accredited by the prestigious Middle States Association. Additionally, the National Collegiate Athletic Association accredits our curriculum and AdvancED accredits two of our three curriculum providers. The School's graduates can be found attending highly regarded universities, colleges, professional academies, and vocational schools.

A Real Community

Using the power of the internet to overcome the traditional boundaries of time and space, the School makes it possible to deeply personalize the learning experience, connecting students and families with skilled and caring teachers anytime, from anyplace. Our offices are conveniently located throughout Pennsylvania and serve as a hub for enrollment, orientation, and enrichment. Our students belong to a real community where they grow academically, emotionally, socially and physically.

Choices and Opportunities

The School offers abundant choices for both live and self-paced instruction, along with a variety of opportunities for meaningful interaction with teachers and peers. Our extensive courses and program offerings include the creative and performing arts, STEM and Gifted programs, Advanced Placement classes, and a variety of clubs and other activities. And our certified faculty and experienced staff are available to engage with students and families at their convenience.

The Right Technology

The School provides a tuition-free, accredited quality curriculum with access to all the technology and personal guidance that students need for success. Our technology platforms are not only on the leading edge, they are user-friendly and truly enhance the educational experiences of our students. Each student receives a laptop, printer, textbooks, and online connectivity, as well as an expert technical support team that is responsive, skilled, and dependable.

REPORTING ENTITY AND ITS SERVICES

The School is an independent reporting entity within the criteria adopted by the Governmental Accounting Standards Board (GASB). All funds of the School are included in this report. The School has no component units.

The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. As such, they are exempt from federal and state corporate income taxes. As a 501(c)(3), income from certain activities not directly related to the School's tax-exempt purpose is subject to taxation as unrelated business income.

The School was formed under the laws of the state of Pennsylvania to provide elementary and secondary education to students through a computer managed learning system designed to meet individual students' needs and styles. These services include general education and special education for students with disabilities, as well as basic skills instruction for students in need of intervention. The following details the changes in the full-time equivalent (FTE) student enrollment for the current and past four fiscal years.

Fiscal Year	FTE Student Enrollment	Percent Change
2023-2024	11,217	4.46%
2022-2023	10,738	-5.38%
2021-2022	11,349	-1.02%
2020-2021	11,466	8.99%
2019-2020	10,520	-0.73%

ECONOMIC CONDITION AND OUTLOOK

Though the cyber charter school concept is now widely-accepted as a viable and indeed necessary education model, the issue concerning how cyber charter schools are funded will likely remain contentious in the foreseeable future. Nevertheless, the demand for the type and quality of services provided by the School continues to grow.

MAJOR INITIATIVES

The School continues to focus and serve its students in accordance with its vision and mission statements. The School provides student-centered service that empowers each student to succeed and grow beyond the normal curriculum. To fulfill this mission, the School diligently works to improve instruction and student outcomes by growing and developing the staff, providing new resources and programs for the students and providing remedial instruction when needed.

INTERNAL ACCOUNTING CONTROLS

The School's management is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the charter school are protected from loss, theft, or misuse and to ensure that adequate accounting data are completed to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). The internal control structure is designed to provide reasonable assurance, recognizing that: (1) the costs of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the School is also responsible for ensuring that an adequate internal control structure is in place to ensure compliance with applicable laws and regulations related to those programs. This internal control structure is also subject to periodic evaluations by the School's management.

As part of the School's Single Audit, tests are made to determine the adequacy of the internal control structure, including that portion related to federal and state financial assistance programs, as well as to determine that the School has complied with applicable laws and regulations.

BUDGETARY CONTROLS

In addition to internal accounting controls, the School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the Board of Trustees. Annual appropriated budgets are adopted for the general fund. The final budget for the fiscal year is reflected in the financial section.

ACCOUNTING SYSTEM AND REPORTS

The School's accounting records reflect generally accepted accounting principles, as promulgated by GASB. The accounting system of the School is organized based on funds. The funds are explained in Notes to the Financial Statements, Note 2.

FINANCIAL POLICIES

The intent of the Board is to ensure that the School manages its budget and finances in a fiscally prudent and responsible way by establishing financial policies for the budget, fund balance, and maintenance of adequate reserves. The government-wide and proprietary financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when the liability is incurred. Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period.

OTHER INFORMATION

Independent Audit

The Commonwealth of Pennsylvania statues require an annual audit by independent certified public accountants. The accounting firm of Deluzio & Company, LLP was appointed by the Board of Trustees. In addition to meeting the requirements set forth in the Commonwealth statutes, the audit was also designed to meet the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The auditor's report on the basic financial statements is included in the Financial Section of this report. The auditor's reports related specifically to the single audit are included in the Single Audit Reports Section of this report.

ACKNOWLEDGEMENTS

The preparation of this report would not have been possible without the skill, effort, and dedication of the entire staff of the Business Administration Office. We wish to thank all the departments involved for their assistance in providing the data necessary to prepare this report.

Respectfully submitted,



Matthew Schulte
Chief Financial Officer

Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

Pennsylvania Cyber Charter School

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2023

Christopher P. Morrill

Executive Director/CEO

THE PENNSYLVANIA CYBER CHARTER SCHOOL
MIDLAND, PENNSYLVANIA

Roster of Officials
June 30, 2024

Members of the Board of Trustees

Officers:

Steve Robinson	President
Edward Elder	Vice President

Board Members:

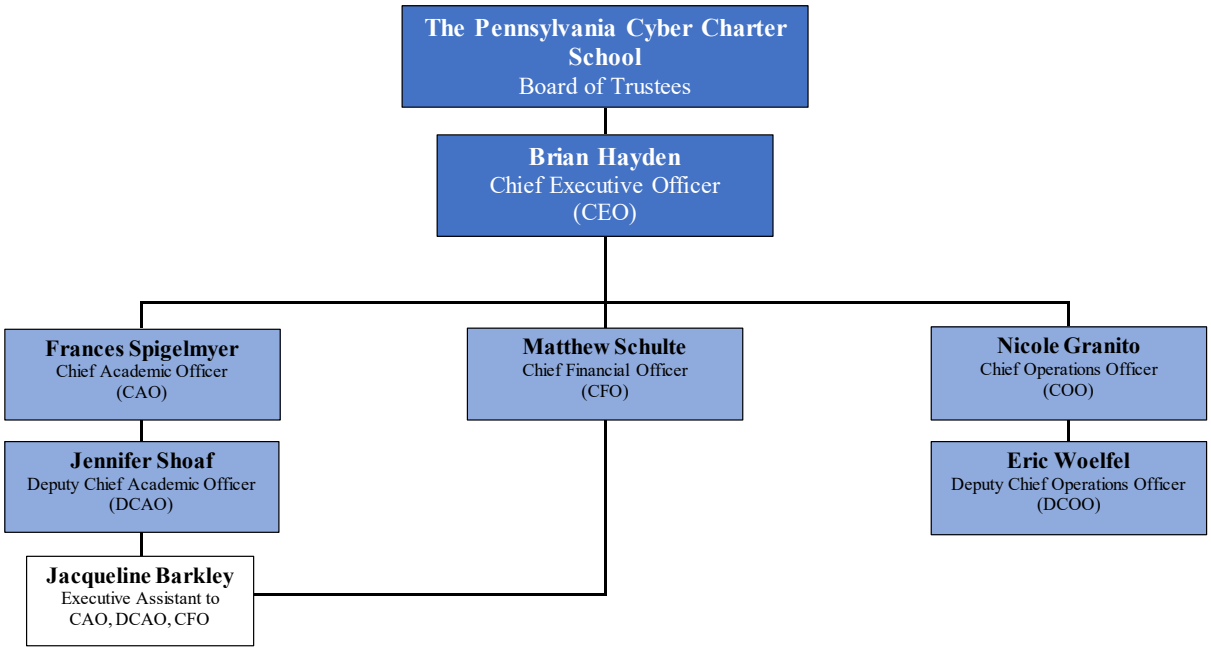
Tom Dorsey
Marc Strawderman
Melissa DiSanto Castellano (resigned May 2024)
Logan Clark (unseated April 2024)
Dan LeRoy
John Haynes

Non-Voting Members:

Brian Hayden	Chief Executive Officer
Matthew Schulte	Chief Financial Officer/Treasurer
Cassandra Kirkland	Board Secretary
Cheryl Leydig	Assistant Board Secretary
Joseph Askar	Solicitor

THE PENNSYLVANIA CYBER CHARTER SCHOOL
MIDLAND, PENNSYLVANIA

Organizational Chart - Administration
June 30, 2024



FINANCIAL SECTION

DELUZIO & COMPANY, LLP

Lisa M. Altschaffl, CPA
Jeffrey P. Anzovino, CPA, MSA
Cole F. Beehner, CPA
Joseph E. Petrillo, CPA
Stacey A. Sanders, CPA, CSEP
Daniel W. Wilkins, CPA

Independent Auditor's Report

To the Board of Trustees
The Pennsylvania Cyber Charter School

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, the proprietary fund and each major fund of Pennsylvania Cyber Charter School, as of and for the fiscal year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements as listed in the financial section of the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the proprietary fund and each major fund of Pennsylvania Cyber Charter School, as of June 30, 2024, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pennsylvania Cyber Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Pennsylvania Cyber Charter School's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

(continued)

351 Harvey Avenue, Suite A, Greensburg, PA 15601 // p - 724-838-8322 // f - 724-853-6500
45 South 23rd Street, Suite 102, Pittsburgh, PA 15203 // p - 412-481-1900 // f - 412-481-1923
www.DeluzioCPA.com

Independent Auditor's Report

(continued)

Responsibilities of Management for the Financial Statements **(continued)**

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Pennsylvania Cyber Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Pennsylvania Cyber Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

(continued)

Independent Auditor's Report

(continued)

Emphasis of Matter

Pennsylvania Cyber Charter School had a prior period adjustment in the current fiscal year. See Note 16 of the financial statements. Our opinion is not modified with respect to this matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, other post-employment benefits information, and the pension information on pages 15 through 26 and 64 through 70 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Pennsylvania Cyber Charter School's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The Schedule of Expenditures of Federal Awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

(continued)

Independent Auditor's Report

(continued)

Other Information Included in the Annual Comprehensive Financial Report

Management is responsible for the other information included in the Annual Comprehensive Financial Report (ACFR). The other information comprises the information included in the introductory section and statistical section of the ACFR but does not include the financial statements and our auditor's report thereon. Our opinions on the financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon. In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 8, 2024 on our consideration of Pennsylvania Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pennsylvania Cyber Charter School's internal control over financial reporting and compliance.

Deluzio & Company, LLP

Greensburg, Pennsylvania
November 8, 2024

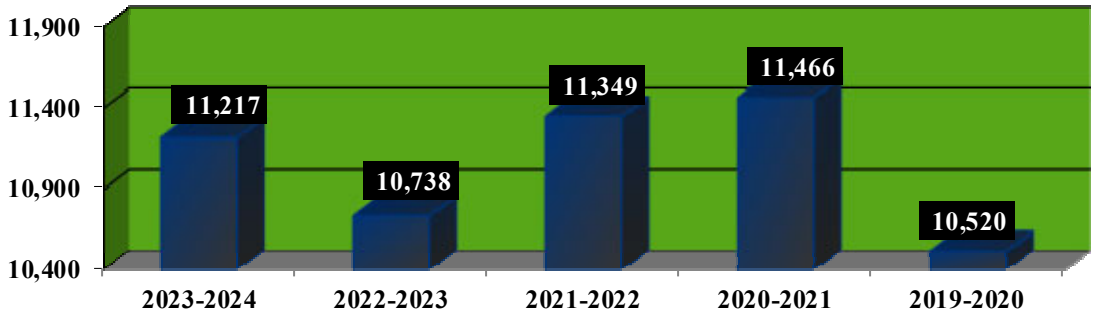
Our discussion and analysis of the Pennsylvania Cyber Charter School's (School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2024. Please review this information in conjunction with the School's financial statements that begin on page 27.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments issued June 1999.

FINANCIAL HIGHLIGHTS

The School continues to serve its students in accordance with its vision and mission statements whereby the School is dedicated to providing student-centered service that empower each student to succeed and grow beyond the normal curriculum.

Pennsylvania Cyber Charter School
Student Enrollment
Source: Local Education Agencies (LEA) FTE



The School's total assets and deferred outflows of resources exceeded total liabilities and deferred inflows of resources as of June 30, 2024 by $192,375,937. As of June 30, 2024, the School reported an unassigned ending fund balance of $153,521,674 that may be used at the School's discretion. This amount equates to 91.98% of total General Fund Expenditures. The $153,521,674 balance represents a $52,623,288 increase from the June 30, 2023 balance of $100,898,386.

The School's governmental fund balance was $275,181,305 as of June 30, 2024 and consisted of the following:

Nonspendable	
Prepaids and deposits	$ 871,756
Spendable	
Committed to:	
Future PSERS retirement rate increases	31,433,585
Future healthcare cost increases	9,891,607
Lease obligations	10,625,859
Stabilization fund	40,760,000

(continued)

FINANCIAL HIGHLIGHTS (continued)

Governmental fund balance (continued)

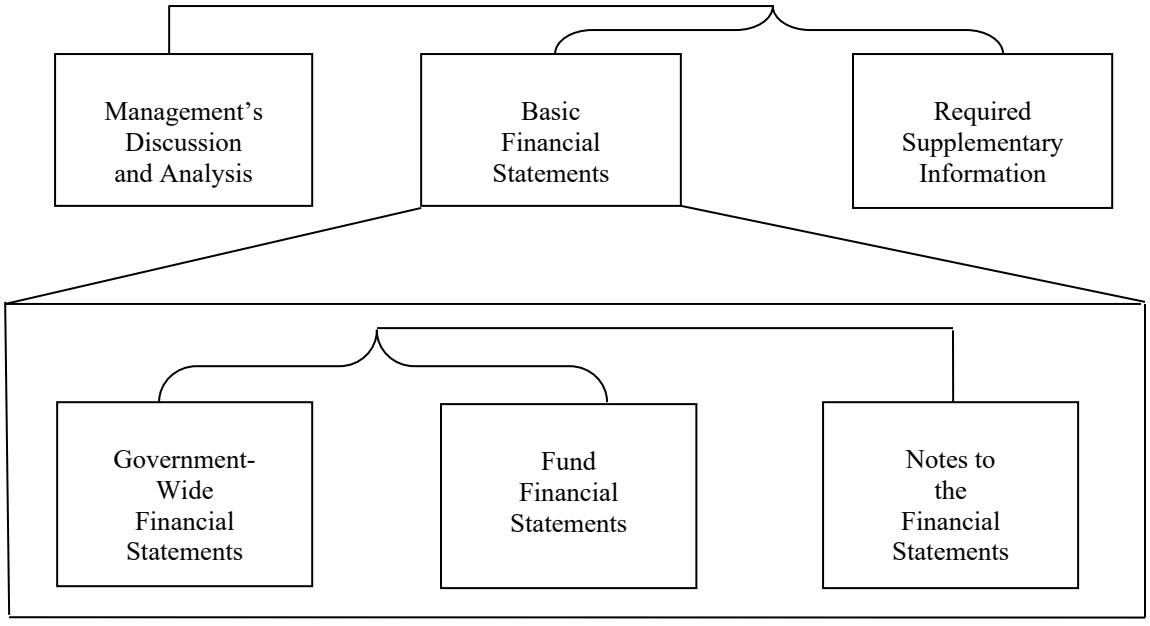
Assigned to:	
Future OPEB liability	1,200,952
Construction/renovation projects	25,325,695
Future legal obligations	1,550,177
Unassigned	153,521,674
Total Fund Balance	$ 275,181,305

USING THE BASIC FINANCIAL STATEMENTS

These Basic Financial Statements consist of the Management's Discussion and Analysis and a series of financial statements and notes to those statements. The Statement of Net Position and Statement of Activities, on pages 27 and 28, provides information about the activities of the School as a whole and presents a longer-term view of the School's financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. There are two parts to the Fund Financial Statements: 1) the governmental fund statements; and 2) the proprietary fund statements. Lastly, the financial statements include notes that explain some of the information in the financial statements and provide more detailed data.

Table A-1 shows how the required parts of the Financial Section are arranged and relate to one another.

Table A-1
Required Components of Pennsylvania Cyber Charter School's
Financial Report



REPORTING THE SCHOOL AS A WHOLE

Statement of Net Position and the Statement of Activities

While this document contains the funds used by the School to provide programs and activities, the view of the School as a whole looks at all financial transactions and asks the question, "How did we do financially during Fiscal Year Ended June 30, 2024?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid.

These two statements report the School's net position and changes in net position. This change in net position is important because it tells the reader, for the School as a whole, whether the financial position of the School has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Non-financial factors include the current charter school laws in Pennsylvania concerning funding, availability of facilities, required educational programs, mandated services and other factors.

OVERVIEW OF FINANCIAL STATEMENTS

Government-Wide Statements

The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all the School's assets and liabilities. All the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two government-wide statements report the School's net position and how it has changed. Net position, the difference between the School's assets and deferred outflows of resources and liabilities and deferred inflows of resources, is one way to measure the School's financial health or position.

Over time, increases or decreases in the School's net position is an indication of whether its financial health is improving or deteriorating, respectively.

To assess the overall health of the School, you need to consider additional non-financial factors, such as changes in the School's enrollment (growth) and the academic achievement of the students.

In the Statement of Net Position and the Statement of Activities, the School shows the following kinds of activities:

- Governmental activities – Most of the School's basic services are included here, such as instruction, support services, operation and maintenance of plant, and administrative services. Tuition, state and federal subsidies and grants finance most of these activities.

REPORTING THE CHARTER SCHOOL'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

Fund financial statements provide detailed information about the most significant funds - not the School as a whole. Some funds are required by state law.

Governmental fund – Most of the School's activities are reported in the general fund, which focuses on the determination of financial position and change in financial position, not on income determination. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The general fund statements provide a detailed short-term view of the School's operations and the services it provides. General fund information helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and the governmental fund is reflected in reconciliations on pages 30 and 32.

Proprietary fund – The School maintains one proprietary fund. The internal service fund is an accounting device used to accumulate and allocate costs internally among the School's various functions. The School uses the internal service fund to account for its self-funded health insurance. Because these services benefit governmental rather than business-type functions, they have been included within governmental activities in the government-wide financial statements.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE

The June 30, 2023 balances in this section reflect restatements due to a prior period adjustment (as discussed in Note 16 of the financial statements). The School's total net position was $192,375,937 at June 30, 2024 and $138,954,705 at June 30, 2023.

	June 30, 2024	Restated June 30, 2023
Current assets	$ 293,203,589	$ 236,724,406
Capital assets	59,684,651	69,576,357
Other noncurrent assets	3,579,116	3,919,836
Total Assets	356,467,356	310,220,599
Deferred Outflows of Resources	31,345,575	34,058,455
Current liabilities	20,916,197	21,199,512
Noncurrent liabilities	169,189,816	177,892,123
Total Liabilities	190,106,013	199,091,635
Deferred Inflows of Resources	5,330,981	6,232,714
Net investment in capital assets	43,262,127	45,118,451
Unrestricted	149,113,810	93,836,254
Total Net Position	$ 192,375,937	$ 138,954,705

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE (continued)

Total current assets increased by $56,479,183 leading to an overall increase in total assets of $46,246,757 from the prior year. In addition, total liabilities decreased by $8,985,622 while total net position increased by $53,421,232. The increase in net position was higher than budgeted. Overall, the School's financial position has improved.

The majority of the decrease in total liabilities relates to the School's payment of lease and subscription obligations. The deferred outflows of resources and deferred inflows of resources are a result of recording the net pension liability and net OPEB liability in accordance with GASB 68 and 75, respectively. For more information on this, see the notes to the financial statements.

The results of this year's operations as a whole are reported in the Statement of Activities on page 28. All operating expenses are reported in the first column. Specific charges, grants, revenues, and subsidies that directly relate to specific expense categories are presented to determine the final amount of the School's activities that are supported by other general revenues. The largest general revenue is tuition charged to local educational agencies for enrolled students residing in those educational agencies.

Total revenue increased $24,880,470 (12.60%) while total expenses increased by $7,163,374 (4.43%) leading to a positive increase in net position. The increase in revenue was due to an increase in the average reimbursement rate per student of $927 (5.40%). The School has consistently had an increase in net position since the year ended June 30, 2018 due primarily to increased enrollment and increasing reimbursement rates.

Table A-2 takes the information from the Statement of Activities, rearranges it slightly, so you can see total revenues for the year. Prior year information is also provided for a comparative analysis of government-wide data.

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FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE (continued)

Table A-2
Changes in Net Position
Fiscal Years Ended June 30, 2024 and June 30, 2023

	June 30, 2024	Restated June 30, 2023
Revenues		
Program revenues:		
Operating grants and contributions	$ 8,365,126	$ 7,688,089
General revenues:		
Payments from local educational agencies	202,995,153	184,393,557
Investment earnings	10,799,328	4,845,668
Other income (expenses), net	155,191	507,014
Total Revenues	222,314,798	197,434,328
Expenses		
Instructional services	109,251,631	106,050,314
Support services	51,654,321	48,526,103
Non-instructional services	1,404,361	1,020,078
Unallocated depreciation	6,583,253	6,133,697
Total Expenses	168,893,566	161,730,192
Increase in Net Position	53,421,232	35,704,136
Net Position, Beginning	138,954,705	103,250,569
Net Position, Ending	$ 192,375,937	$ 138,954,705

The tables below present the expenses of the Governmental Activities of the School.

Tables A-3 and A-4 show the School's four largest functions - instructional services, support services, non-instructional services and unallocated depreciation as well as each program's net cost (total cost less revenues generated by or restricted for the activities). These tables also show the remaining financial needs supported by local and other miscellaneous revenues. Prior year information is again provided to allow for a comparative analysis.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE (continued)

Table A-3
Fiscal Year Ended June 30, 2024
Governmental Activities

Function/Programs	Total Cost of Service	Net Cost of Services
Instructional services	$ 109,251,631	$ 103,605,849
Support services	51,654,321	48,986,376
Non-instructional services	1,404,361	1,352,962
Unallocated depreciation	6,583,253	6,583,253
Total Governmental Activities	$ 168,893,566	160,528,440
Total Needs from Local and Other Revenues		$ 160,528,440

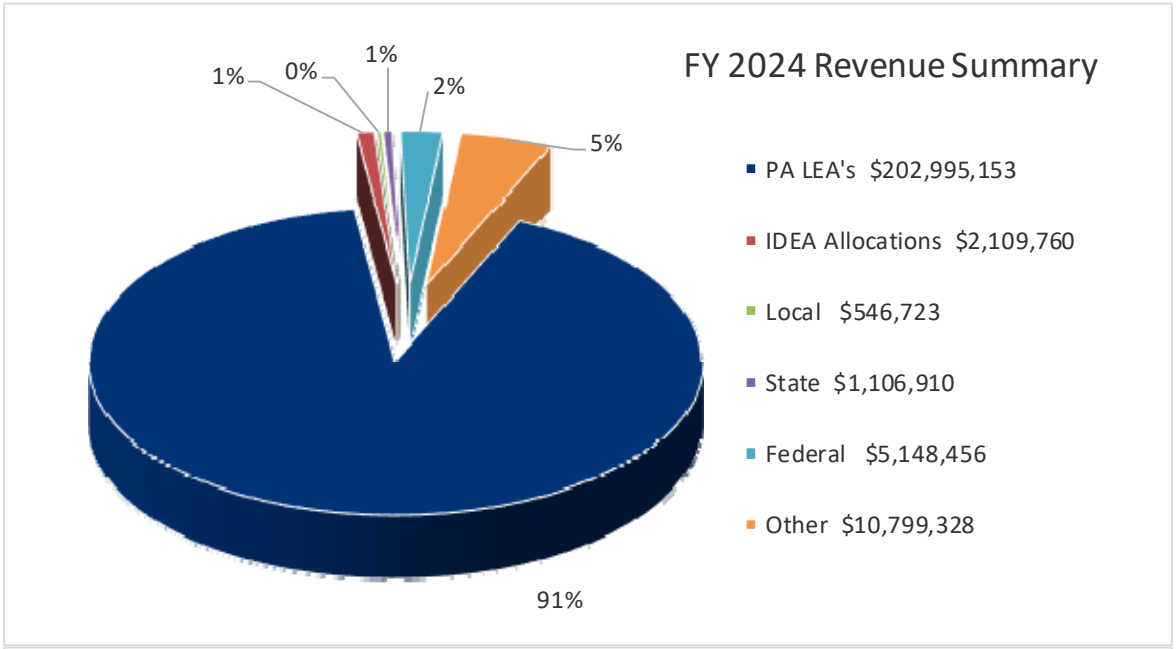
Table A-4
Fiscal Year Ended June 30, 2023
Governmental Activities

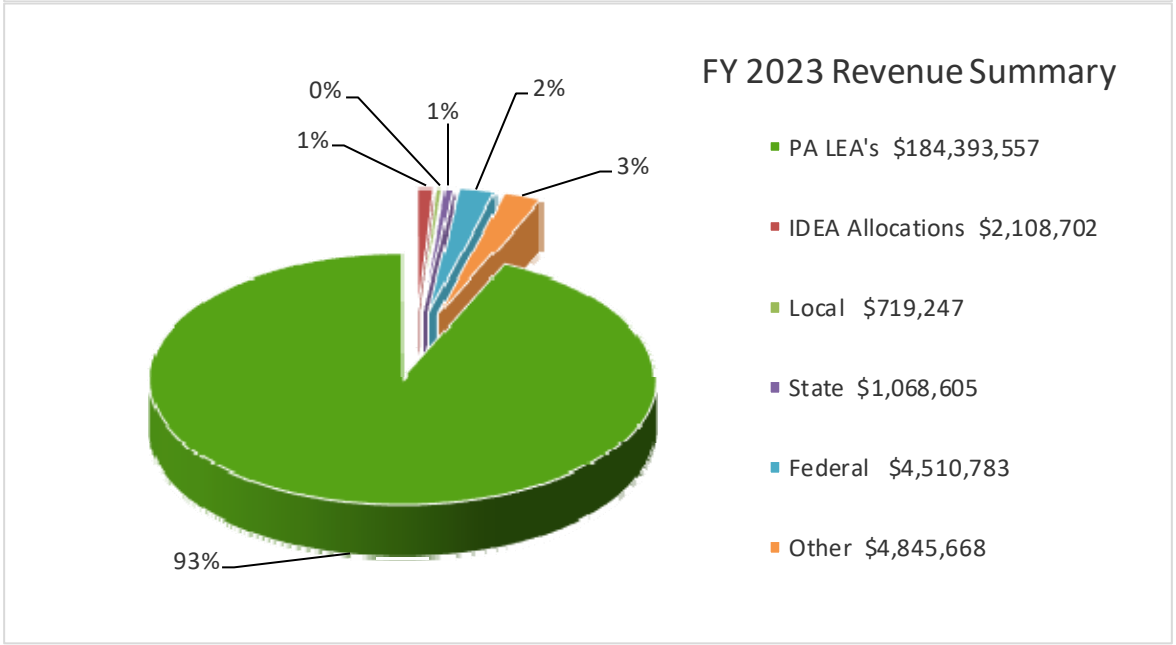
Function/Programs	Restated Total Cost of Service	Restated Net Cost of Services
Instructional services	$ 106,050,314	$ 100,768,394
Support services	48,526,103	46,158,072
Non-instructional services	1,020,078	981,940
Unallocated depreciation	6,133,697	6,133,697
Total Governmental Activities	$ 161,730,192	154,042,103
Total Needs from Local and Other Revenues		$ 154,042,103

THE SCHOOL'S FUNDS

General Fund

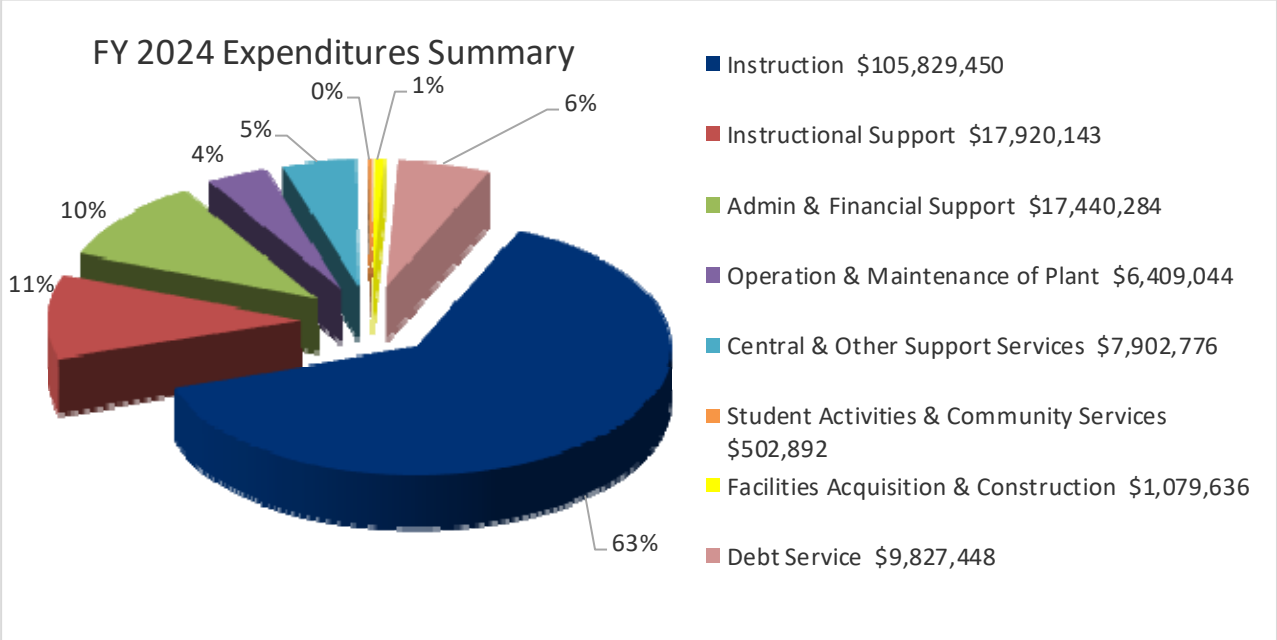
The General Fund, which accounts for the School's operations, had an unassigned fund balance of $153,521,674, as noted on page 29. This represents an increase of $52,623,288 from 2022-2023 operations. This increase occurred along with a Net Change in Fund Balance of $56,633,635.

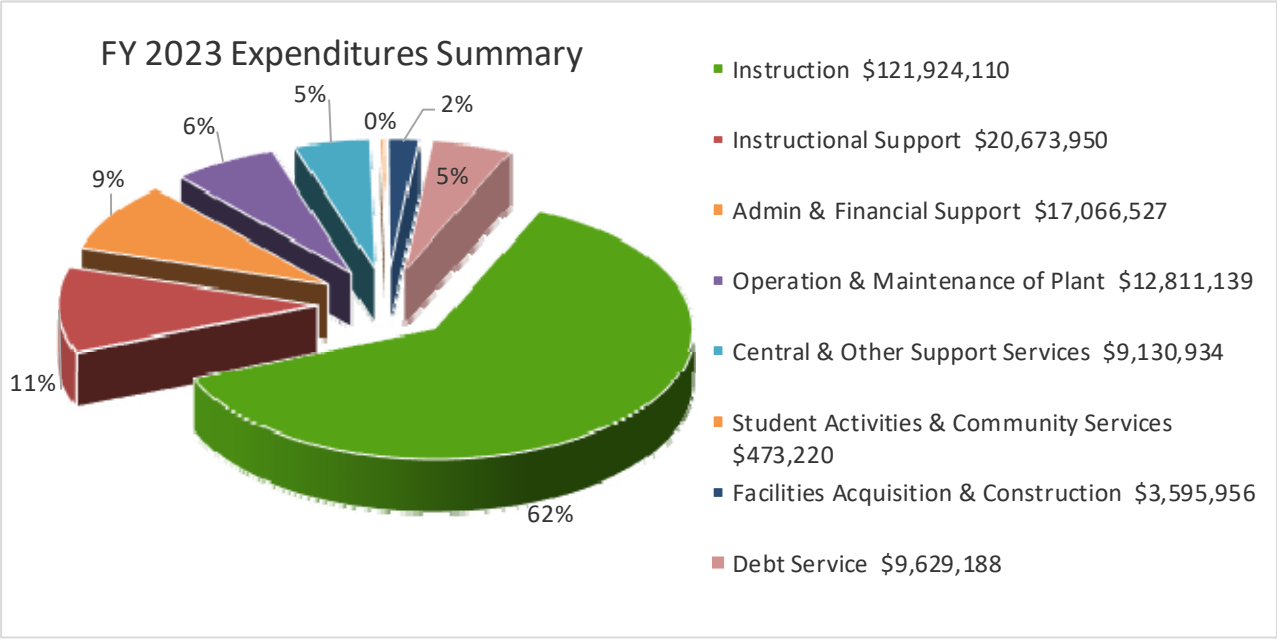




THE SCHOOL'S FUNDS (continued)

General Fund (continued)





As noted in the revenue and expenditures summaries above the makeup of revenues and expenditures have remained consistent. Revenues increased $25,059,768 (12.68%) while expenditures decreased $28,393,351 (14.54%). The increase in revenues was due to investment gains and an increase in students. The average reimbursement rate was $18,098 per student compared to $17,171 in the prior year. Revenues increase more than expenditures and the School had a Net Change in Fund Balance of $56,633,635 as compared to $30,258,845 for the fiscal year ended June 30, 2023. The School has consistently had a positive change in fund balance since the fiscal year ended June 30, 2016.

THE SCHOOL'S FUNDS (continued)

Budgeting Highlights

The School's budget is prepared according to Pennsylvania law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The only budgeted fund is the General Fund.

For the General Operating Fund, budgeted revenue and other financing sources were in the amount of $199,245,138. Actual revenues and other financing sources were more than this budget amount by $24,300,170. The expenditures were budgeted at $184,823,457. Actual expenditures were less than budgeted expenditures by approximately $17,911,784. A schedule showing the School's original and final budget amounts compared to actual amounts is provided on page 64.

With respect to revenues, the school experienced an unexpected positive variance associated with payments from the local education agencies (LEA's). During the 2023-2024 school year, the school budgeted for a flat increase in the per-student rate calculation for the LEA's throughout Pennsylvania. To explain, charter schools in Pennsylvania are funded by a formula (coded into law) wherein the LEA's forward to charter schools a per-student rate. This per-student rate, which is used to determine the per-student payment is calculated by each LEA on an annual basis for nonspecial education students and special education students. The LEA's forward this calculation to the charter schools throughout the school's entire fiscal year and beyond. Thus, the charter schools must wait for this information from the LEA's in order to invoice for the proper per-student payment.

The reason the school budgeted for a no change in the per-student rate was associated with the receipt of monies by the LEA's for COVID-19 Pandemic relief funding through the Coronavirus Response and Relief Supplemental Appropriations Act which included the Elementary and Secondary School Emergency Relief Fund (ESSER II and ESSER III) monies received by the LEA's.

According to the charter school law, LEA's may deduct receipt of federal monies from the formula to calculate the per-student rate. Given that LEA's throughout Pennsylvania received extraordinary amounts of ESSER II and ESSER III monies, the school anticipated that the LEA's would take these monies into consideration when calculating the per-student rate, and thus, the rates, would not change from the prior year. Again, the school anticipated a 0% change in the per-student rate from LEA's due to receipt of ESSER II and ESEER III monies by the LEA's.

While some LEA's did apply the ESSER II and ESSER III monies when the LEA calculated its per-student rate, many unexpectedly did not. From review of the per-student rates received, the average regular education per-student rate increase was 2.6%. The average special education per-student rate increase was 4.5%. This resulted in an unanticipated increase in the per-student rate received from those LEA's, and thus, the net result was an increase in the per-student payment.

Notwithstanding this factor, the actual billable enrollment was above budgeted billable enrollment by 4.25% overall. Actual enrollment was 4% above budgeted for regular education students and 5% for special education students.

THE SCHOOL'S FUNDS (continued)

Budgeting Highlights (continued)

In terms of expenditures, there were several main areas which explain why actual expenses were less than budgeted expenses. These areas are salaries/benefits, facilities construction, and professional services. With respect to salaries/benefits, PA Cyber budgeted for additional positions that were anticipated to be filled during the 2023/2024 school year. To be succinct, several hires were delayed while other open positions were not filled during the 2023/2024 school year. The full-time employee count at the end of the fiscal year was 3% less than budgeted. Nevertheless, it is expected that these open positions will be filled during the 2024/2025 school year.

Further, with respect to salaries, the school was engaged in contract negotiations with three separate unions representing approximately 371 staff members. The school budgeted for normal salary and benefit increases for these staff members. However, the school and two unions were unable to reach agreement during the 2023-2024 school year. In fact, contract negotiations continued through the entirety of the 2023-2024 school year and then into the 2024-2025 school year.

These two factors were unexpected and led to the variance in expenditures associated with salaries and benefits costs.

Additionally, the unexpected variance in the debt service expenses was due to recording of lease and subscription transactions under GASB 87 and GASB 96 that were unknown at the time the budget was created. The subscription transactions are also the main cause of the variance in the regular and special program expenditures.

Also, PA Cyber budgeted monies for a substantial multimillion-dollar construction project. This is for the construction of a new facility. The amount budgeted for the 2023-2024 school year for this project was $4.8 million. The amount expended for this project during the 2023-2024 school year was almost $300K which led to a variance of over $4.5 million. The reason why is that the start date for this project was delayed.

The school identified and targeted an ideal property site for this facility that was available for sale. Soon later, the school entered into negotiations with the property owner. However, the negotiations to acquire the site took much longer than expected. At one point, the school walked away from the negotiations and sought to purchase another property. However, several months later, the school and property owner re-entered negotiations for the original intended site and eventually came to an agreement. Another factor that delayed the project was once the site was acquired, the school was required to obtain a NPDES permit rather than a general permit from the Pennsylvania Department of Environmental Protection. In addition, the school was advised by the PA DEP that an existing permit on the site needed to be closed out before the PA DEP would review the school's new permit application. The action on the permit took much longer than anticipated.

The school bid the first phase of this project during the latter half of the 2023-2024 school fiscal year. The project is scheduled to begin construction in the fall 2024.

During the 2023-2024 school year, monies were budgeted for professional services. However, the services were either not utilized or only in part for such activities associated with construction/renovation projects, marketing initiatives and upgrades to technology infrastructure. Therefore, both internal and external factors led to the positive variances associated with expenditures.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2024, the School's Governmental Activities had $43,262,127 invested in a broad range of capital assets, including land, buildings and improvements, furniture and equipment, right-to-use assets and construction in progress. This amount represents a net decrease of $1,856,342 from last year. The decrease in net investment of capital assets is primarily due to the lease right-to-use assets recorded due to GASB No. 87 and the subscription assets recorded due to GASB No. 96. More detailed information regarding the School's capital assets is included in the Notes to the Financial Statements (Note 6).

Debt Administration

As of June 30, 2024, the only outstanding debt the School had was from lease liability obligations and subscription-based information technology arrangements. More detailed information regarding the School's long-term debt is included in the Notes to the Financial Statements (Notes 11 and 12).

ECONOMIC FACTORS AND BUDGETS

Though the cyber charter school concept is now widely-accepted as a viable and indeed necessary educational model, the issue concerning how cyber charter schools are funded will likely remain contentious in the foreseeable future. Nevertheless, the demand for the type and quality of services provided by the School continues to grow. The success of the School has created hundreds of new jobs in and around the community of Midland, PA as more professional and support staff are needed to serve the growing roster of students. As a state-wide school, the School is also establishing a physical presence in key areas across Pennsylvania. Furthermore, the innovations – technological and educational – pioneered by the School, are helping to establish Pennsylvania as a leader in the development of 21st century learning strategies for public education.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT DEPARTMENT

Our financial report is designed to provide our citizens, taxpayers, parents, students and creditors with a general overview of the School's finances and to show the Board of Trustees accountability for the money it receives. If you have questions about this report or wish to request additional financial information, contact Matthew Schulte, Chief Financial Officer, at Pennsylvania Cyber Charter School, 652 Midland Avenue, Midland, Pennsylvania 15059.

Basic Financial Statements

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Statement of Net Position
June 30, 2024

		Governmental Activities
ASSETS		
Current Assets		
Cash and cash equivalents		$ 178,886,794
Investments		93,720,814
Intergovernmental receivables, net		19,344,406
Other receivables		480,251
Current portion of note receivable		340,000
Deposits		700
Prepaids		430,624
Total Current Assets		293,203,589
Noncurrent Assets		
Land		4,600,993
Buildings and improvements	(net of depreciation)	25,411,778
Furniture and equipment	(net of depreciation)	2,157,428
Computer equipment	(net of depreciation)	10,150,779
Lease right-to-use assets	(net of amortization)	7,665,050
Subscription right-to-use assets	(net of amortization)	8,388,235
Construction in progress	(net of amortization)	1,310,388
Deposits		179,116
Note receivable, net of current portion		3,400,000
Total Noncurrent Assets		63,263,767
Total Assets		356,467,356
Deferred Outflows of Resources		31,345,575
LIABILITIES		
Current Liabilities		
Intergovernmental payables		561,885
Accounts payable		2,484,991
Claims and judgments payable		346,464
Accrued salaries and benefits		2,272,823
Retirement payable		5,371,337
Other payables		3,405
Accrued healthcare costs		1,237,099
Current portion of lease obligations		1,333,106
Current portion of subscription obligations		7,305,087
Total Current Liabilities		20,916,197
Noncurrent Liabilities		
Claims and judgments payable		1,203,713
Net pension liability		153,077,634
Net OPEB liability		7,402,979
Lease obligations net of current portion		6,986,561
Subscription obligations net of current portion		518,929
Total Noncurrent Liabilities		169,189,816
Total Liabilities		190,106,013
Deferred Inflows of Resources		5,330,981
NET POSITION		
Net investment in capital assets		43,262,127
Unrestricted net position		149,113,810
Total Net Position		$ 192,375,937

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Statement of Activities
Fiscal Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities
Governmental Activities					
Instructional Services					
Regular instruction	$ 67,379,290	$ -	$ 3,532,259	$ -	$ (63,847,031)
Special instruction	40,538,093	-	2,113,523	-	(38,424,570)
Other instructional programs	1,306,543	-	-	-	(1,306,543)
Higher education programs	27,705	-	-	-	(27,705)
Total Instructional Services	109,251,631	-	5,645,782	-	(103,605,849)
Support Services					
Pupil personnel	13,698,923	-	444,300	-	(13,254,623)
Instructional staff	4,111,799	-	1,336,326	-	(2,775,473)
Administration	10,439,852	-	509,549	-	(9,930,303)
Pupil health	1,038,307	-	170,399	-	(867,908)
Business services	7,343,317	-	-	-	(7,343,317)
Operation of plant and maintenance services	7,236,291	-	-	-	(7,236,291)
Support services - central	7,785,832	-	207,371	-	(7,578,461)
Total Support Services	51,654,321	-	2,667,945	-	(48,986,376)
Non-Instructional Services					
Student activities	449,236	-	-	-	(449,236)
Community services	53,656	-	51,399	-	(2,257)
Interest on long-term debt	901,469	-	-	-	(901,469)
Unallocated depreciation expense	6,583,253	-	-	-	(6,583,253)
Total Non-Instructional Services	7,987,614	-	51,399	-	(7,936,215)
Total Governmental Activities	$ 168,893,566	$ -	$ 8,365,126	$ -	(160,528,440)
	General Revenues:				
	Payments from local educational agencies				202,995,153
	Gain on investments				10,799,328
	Loss on disposal of capital assets				(51,534)
	Miscellaneous income				206,725
	Total General Revenues				213,949,672
	Change in Net Position				53,421,232
	Net Position - July 1, 2023				139,251,423
	Prior Period Adjustment, See Note 16				(296,718)
	Net Position - June 30, 2024				$ 192,375,937

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Balance Sheet – Governmental Fund
June 30, 2024

	General Fund
ASSETS	
Cash and cash equivalents	$ 171,738,318
Investments	93,720,814
Intergovernmental receivables, net	19,344,406
Other receivables	44,711
Interfund receivable	3,803
Deposits	179,816
Prepaids	691,940
Total Assets	$ 285,723,808
LIABILITIES	
Intergovernmental payable	$ 561,885
Accounts payable	2,333,053
Accrued salaries and benefits	2,272,823
Retirement payable	5,371,337
Other payables	3,405
Total Liabilities	10,542,503
FUND BALANCE	
Nonspendable	
Prepaids and deposits	871,756
Spendable	
Committed to:	
Future PSERS retirement rate increases	31,433,585
Future healthcare cost increases	9,891,607
Lease obligations	10,625,859
Stabilization fund	40,760,000
Assigned to:	
Future OPEB liability	1,200,952
Construction/renovation projects	25,325,695
Future legal obligations	1,550,177
Unassigned	153,521,674
Total Fund Balance	275,181,305
Total Liabilities and Fund Balance	$ 285,723,808

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2024

TOTAL FUND BALANCE - GOVERNMENTAL FUND		$ 275,181,305
Amounts reported for ***governmental activities*** in the statement of net position are different because:		
Prepaid expense included in the governmental fund that is a right-of-use asset in governmental activities		(272,351)
Capital Assets used in governmental activities are not financial resources and therefore are not reported as assets in the governmental fund.		
Cost of all capital assets	$ 114,936,885	
Less: accumulated depreciation	(55,252,234)	59,684,651
Note receivable is utilized in the governmental activities as a financial resource and is not reported as an asset in the governmental fund.		
Current portion		340,000
Long-term portion		3,400,000
Certain liabilities are not due and payable in the current period and therefore are not reported on the government fund.		
Net OPEB liability		(7,402,979)
Claims and judgments payable		(1,550,177)
Net pension liability		(153,077,634)
Lease obligations		(8,319,667)
Subscription obligations		(7,824,016)
Subscription interest included in accounts payable		(151,938)
Deferred outflows of resources - net pension and OPEB liabilities.		31,345,575
Deferred inflows of resources - net pension and OPEB liabilities.		(5,330,981)
The internal service fund is used by management to account for medical benefits of the School's employees. The assets and liabilities of the internal service fund are included in the governmental activities in the statement of net position.		6,354,149
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES		$ 192,375,937

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Statement of Revenues, Expenditures, and Changes in Fund Balance – Governmental Fund
Fiscal Year Ended June 30, 2024

	General Fund
REVENUES	
Local sources	$ 216,450,964
State sources	1,106,910
Federal sources	5,148,456
Total Revenues	222,706,330
EXPENDITURES	
Instructional services	105,829,450
Support services	49,672,247
Non-instructional services	502,892
Capital outlay	1,079,636
Debt service:	
Principal	8,852,929
Interest	974,519
Total Expenditures	166,911,673
Excess of Revenues Over Expenditures	55,794,657
OTHER FINANCING SOURCES	
Issuance of leases and subscription arrangements	811,889
Proceeds from disposal of capital assets	27,089
Total Other Financing Sources	838,978
Net Change in Fund Balance	56,633,635
Fund Balance - July 1, 2023	218,547,670
Fund Balance - June 30, 2024	$ 275,181,305

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Statement of Net Position – Proprietary Fund
June 30, 2024

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND		$ 56,633,635
Amounts reported for ***governmental activities*** in the statement of activities are different because:		
Capital outlays including right to use assets, are reported in the governmental fund as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.		
Add: capital outlays	$ 5,841,077	
Less: depreciation and amortization expense	(15,654,160)	(9,813,083)
The governmental fund reports proceeds from the sale of property and equipment as revenue. However, in the statement of activities, only the gain or loss (proceeds less depreciated cost) is recognized from the sale of capital assets. This is the amount by which the net book value exceeded sales proceeds.		(78,623)
The issuance of leases and subscription arrangements provide current financial resources to the governmental fund, while repayment of the principal consumes the current financial resources of the governmental fund. Neither transaction, however, has any effect on the change in net position. This amount is the net effect of these differences in the treatment of lease and other right-to-use arrangements and related items:		
Issuance of leases and subscription arrangements	$ (811,889)	
Payments of accrued interest on lease and subscription arrangements	73,050	
Principal payments on lease and subscription arrangements	8,852,929	8,114,090
The portion of the notes receivable which was received in the current year is treated as revenue on the fund statements, while, on the government-wide statements, it is treated as a reduction to notes receivable.		(340,000)
Certain items reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental fund.		
Other postemployment benefits expense		(137,576)
Pension expense		26,355
Difference in amount expensed on the statement of activities for claims and judgments due to the timing of when the liability is recognized.		(1,465,247)
The internal service fund is used by management to account for medical benefits of the School's employees. The change in net position of the internal service is reported with governmental activities.		481,681
CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES		$ 53,421,232

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Statement of Net Position – Proprietary Fund
June 30, 2024

	Governmental Activities - Internal Service Fund
	Health Insurance Fund
ASSETS	
Current Assets	
Cash	$ 7,148,476
Other receivables	435,540
Prepaid expenses	11,035
Total Assets	7,595,051
LIABILITIES	
Current Liabilities	
Accrued healthcare costs	1,237,099
Interfund payable	3,803
Total Liabilities	1,240,902
NET POSITION	
Unrestricted	$ 6,354,149

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Statement of Revenues, Expenses, and Changes in Net Position – Proprietary Fund
Fiscal Year Ended June 30, 2024

	Governmental Activities - Internal Service Fund Health Insurance Fund
OPERATING REVENUES	
Charges for services - Interfund	$ 15,865,591
Total Operating Revenues	15,865,591
OPERATING EXPENSES	
Cost of services	13,316,790
Administrative	2,067,120
Total Operating Expenses	15,383,910
Operating Income	481,681
OPERATING TRANSFERS	
Transfers from general fund	-
Change in Net Position	481,681
Net Position - July 1, 2023	5,872,468
Net Position - June 30, 2024	$ 6,354,149

See accompanying notes to the financial statements.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Statement of Cash Flows – Proprietary Fund
Fiscal Year Ended June 30, 2024

	Governmental Activities - Internal Service Fund Health Insurance Fund
Cash Flows from Operating Activities	
Receipts from interfund services provided	$ 15,865,591
Payments to suppliers, net	(15,539,066)
Net Cash Provided by Operating Activities	326,525
Net Increase in Cash	326,525
Cash - July 1, 2023	6,821,951
Cash - June 30, 2024	$ 7,148,476
Reconciliation of Change in Net Position to Net Cash Provided by Operating Activities:	
Operating Income	$ 481,681
Adjustments to reconcile operating income to net cash provided by operating activities:	
Changes in operating assets and liabilities	
Increase in other receivables	(143,170)
Increase in prepaid expenses	(363)
Decrease in accrued healthcare costs	(11,623)
Net Cash Provided by Operating Activities	$ 326,525

See accompanying notes to the financial statements.

NOTE 1 – REPORTING ENTITY

The Pennsylvania Cyber Charter School (School) was formed under the laws of the state of Pennsylvania to provide elementary and secondary education to students through a computer managed learning system designed to meet individual students' needs and styles.

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure that the financial statements of the School are not misleading. The primary government consists of all funds, departments, boards, and agencies that are not legally separate from the School. For the School, this includes general operations.

Component units are legally separate organizations for which the School is financially accountable. The School is financially accountable for an organization if the School appoints a voting majority of the organization's governing board and (1) the School is able to significantly influence the programs or services performed or provided by the organization; or (2) the School is legally entitled to or can otherwise access the organization's resources; the School is legally obligated or has otherwise assumed the responsibility to finance the deficits of, or provide financial support to, the organization; or the School is obligated for the debt of the organization. Component units may also include organizations that are fiscally dependent on the School in that the School approves the budget or the issuance of debt. The School does not have any component units.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the School have been prepared in accordance with generally accepted accounting principles (GAAP) in the United States of America. The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). The more significant accounting policies established by GAAP and used by the School are described below.

A. Basis of Presentation

The School's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements which provide a more detailed level of financial information.

Government-wide financial statements – The statement of net position and the statement of activities display information about the School. These statements include the financial activities of the overall government.

The statement of net position presents the financial condition of the governmental and business-type activities of the School at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental and business-type activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function.

Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that is required to be used to support a particular program.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

A. Basis of Presentation (continued)

Revenues which are not classified as program revenues are presented as general revenues of the School, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business activity or governmental function is self-financing or draws from the general revenues of the School.

The effect of interfund activity has been eliminated from the government-wide financial statements.

Fund financial statements – During the year, the School segregates transactions related to certain School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the School at this more detailed level. The focus of governmental and enterprise fund financial statements is on major funds. Each major fund is presented in a separate column. Non-major funds, if any, are aggregated and presented in a single column. The fiduciary funds, if any, are reported by type.

Proprietary fund financial statements – The focus of proprietary fund measurement is upon determination of operating income, changes in net position, financial position, and cash flows. The generally accepted accounting principles applicable are those similar to businesses in the private-sector. The School reports the internal service fund as a proprietary fund. An internal service fund accounts for operations that provide services to other departments of the School on a cost reimbursement basis. The Health Insurance Fund accounts for the employees' self-insured medical, dental and vision benefits. Because the principal users of the internal services are the School's governmental activities, the financial statements of the internal service fund are consolidated into the governmental column when presented in the government-wide financial statements.

B. Measurement Focus/Basis of Accounting

The government-wide and proprietary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The School uses funds to maintain its financial records during the year. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. There are three categories of funds: governmental, proprietary and fiduciary.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, post-employment healthcare benefits and pensions, are recorded only when payment is due.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Measurement Focus/Basis of Accounting (continued)

The School reports the following major governmental fund:

General Fund - The General Fund is the operating fund of the School and is used to account for all financial resources except those required to be accounted for in another fund.

Additionally, the School reports the following proprietary fund type:

Internal Service Fund - Accounts for risk management and health insurance costs provided to departments of the School.

C. Budgetary Process

The School passed an appropriated budget for the fiscal year ending June 30, 2024 with revenues totaling $199,245,138 and expenditures totaling $184,823,457.

The School is required by state law to adopt an annual budget for the General Fund. The budget is presented on the modified accrual basis of accounting, which is consistent with generally accepted accounting principles.

The following procedures are followed in establishing the budgetary data reflected in the financial statements:

1. The School prepares a budget for the next succeeding fiscal year. The operating budget includes proposed expenditures and the means of financing them.
2. The School adopts a proposed budget, after ten days' public notice of the meeting has been given.
3. Prior to July 1, the budget is legally enacted via resolution of the School.
4. The Budget for the general fund must be filed with the Office of Public Instruction within fifteen (15) days after the adoption of the budget.

***Final Budget*:** The final budget for each year must be adopted (via Board vote) by June 30 of the preceding school fiscal year.

Once the budget is approved, it can be amended at the Function and Fund level only by approval of a majority of the members of the Board.

D. Cash and Cash Equivalents

The School's cash and cash equivalents consist of cash-on-hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition, not included in investments.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Investments and Fair Value Measurement

Investments are recorded at fair value, net asset value or amortized cost in accordance with GASB. Investments consist of certificates of deposit, bonds, U.S. Treasury notes, or other short-term investments. The School complies with the investment guidelines set forth by the Pennsylvania School Code.

The School categorizes its fair value measurements within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

The School has the following recurring fair value measurements as of June 30, 2024:

- Direct obligations of the U.S. Government, Government Sponsored Enterprise Securities, U.S. Treasury Securities, and Municipal Bonds are valued using quoted market prices (Level 1 inputs).
- Certificates of deposit are valued based on the cost of the investment plus interest receivable at the stated interest rate (Level 2 inputs).

Below is a summary of investments measured at fair value as of June 30, 2024:

U.S. Treasury Securities	$	42,327,940
Government Sponsored Enterprise Securities		2,466,308
Direct Obligations of the U.S. Government		2,667,783
Municipal Bonds		5,629,859
Certificates of Deposit		40,628,924
Total Investments Measured at Fair Value	$	93,720,814

Money market funds totaling $137,232,495 at June 30, 2024 included in cash and cash equivalents, are valued at net asset value per share as provided by GASB Statement No.72. There are no restrictions on withdrawals and no deposit requirements.

F. Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables." These amounts are offset against each other in the governmental activities column of the statement of net position, except for amounts due to/from other funds which are not presented in the statement of net position. There were no interfund transfers during the fiscal year ending June 30, 2024.

G. Capital Assets

General capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities' column of the government-wide statement of net position but are not reported in the fund financial statements.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

G. Capital Assets (continued)

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets, donated works of art and similar items, and capital assets received in service concession arrangements are reported at acquisition value rather than fair value. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

All reported capital assets except land and construction in progress are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

	Governmental Activities
Description	**Estimated Lives**
Buildings and Improvements	10 - 40 years
Furniture and Equipment	3 - 15 years
Computer Equipment	3 years

The School has recorded right-to-use assets in accordance with GASB 87 and 96. The right-to-use assets are amortized on a straight-line basis over the life of the related lease or subscription contract.

H. Compensated Absences

The School has no compensated absences as of June 30, 2024.

I. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities and long-term obligations are reported in the government-wide financial statements.

In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, claims and judgments, special termination benefits and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the fund financial statements only to the extent that they are due for payment in the current year.

J. Pension

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms and investments are reported at fair value.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Pension (continued)

General Information about the Pension Plan

Plan description

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania (System). The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at *www.psers.pa.gov*.

Benefits provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Act 5 of 2017 (Act 5) introduced a hybrid benefit with two membership classes and a separate defined contribution plan for individuals who become new members on or after July 1, 2019. Act 5 created two new hybrid membership classes, Membership Class T-G (Class T-G) and Membership Class T-H (Class T-H) and the separate defined contribution membership class, Membership Class DC (Class DC). To qualify for normal retirement, Class T-G and Class T-H members must work until age 67 with a minimum of 3 years of credited service. Class T-G may also qualify for normal retirement by attaining a total combination of age and service that is equal to or greater than 97 with a minimum of 35 years of credited service. Benefits are generally between 1% to 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

***J. Pension* (continued)**

Benefits provided (continued)

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

The contribution rates based on qualified member compensation for virtually all members are presented below:

Member Contribution Rates				
Membership Class	**Continuous Employments Since**	**Defined Benefit (DB) Contribution**	**DC Contribution Rate**	**Total Contribution Rate**
T-C	Prior to July 22, 1983	5.25%	N/A	5.25% 6.25%
T-C	On or after July 22, 1983	6.25%	N/A	6.25%
T-D	Prior to July 22, 1983	6.50%	N/A	6.50%
T-D	On or after July 22, 1983	7.50%	N/A	7.50%
T-E	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	Prior to 7/1/21: 7.50% After 7/1/21: 8.00%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	Prior to 7/1/21: 10.30% After 7/1/21: 10.80%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	Prior to 7/1/21: 8.25% After 7/1/21: 9.00%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	Prior to 7/1/21: 7.50% After 7/1/21: 8.25%
DC	On or after July 1, 2019	N/A	7.50%	7.50%

Membership Class	**Defined Benefit (DB) Base Rate**	**Shared Risk Increment**	**Minimum**	**Maximum**
T-E	7.50%	+/- 0.50%	5.50%	9.50%
T-F	10.30%	+/- 0.50%	8.30%	12.30%
T-G	5.50%	+/- 0.75%	2.50%	8.50%
T-H	4.50%	+/- 0.75%	1.50%	7.50%

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Pension (continued)

Employer Contributions

The School's contractually required contribution rate for fiscal year ended June 30, 2024 was 33.09% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions payable to the pension plan from the School were $18,628,548 for the fiscal year ended June 30, 2024.

K. Other Postemployment Benefits (OPEB)

PSERS OPEB Plan

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the PSERS and additions to/deductions from PSERS' fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

General Information about the Health Insurance Premium Assistance Program

PSERS provides Premium Assistance, which is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of $100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program (HOP). As of June 30, 2023, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance program if they have 24 ½ or more years of service, are a disability retiree, or have 15 or more years of service and retired after reaching superannuation age and participate in the HOP or employer-sponsored health insurance program. Class DC members may participate if they attain Medicare eligibility with 24 ½ or more eligibility points, or have 15 or more eligibility points, terminated after the age of 67, and have received all or part of their distributions.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

K. Other Postemployment Benefits (OPEB) (continued)

PSERS OPEB Plan

Employer Contributions

The School's contractually required contribution rate for fiscal year ended June 30, 2024 was 0.64% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were $360,298 for the fiscal year ended June 30, 2024.

L. Fund Balance Classifications

GASB Code Section 1800 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items, deposits, and inventories.

In addition to the nonspendable fund balance, GASB 54 has provided a hierarchy of spendable fund balances, based on a hierarchy of spending constraints.

Restricted – Fund balances that are constrained by external parties, constitutional provisions, or enabling legislation.

Committed – Fund balances that contain self-imposed constraints of the government from its highest level of decision making authority (Board of Trustees). The Board of Trustees may commit fund balance for specific purposes pursuant to constraints imposed by formal actions taken, such as a majority vote or resolution. These committed amounts cannot be used for any other purpose unless the Board of Trustees removes or changes the specific use through the same type of formal action taken to establish the commitment. The Board's action to commit fund balance needs to occur within the fiscal reporting period, no later than June 30th; however, the amount can be determined subsequent to the release of the financial statements.

Assigned – Fund balances that contain self-imposed constraints of the government to be used for a particular purpose. The Board has delegated the Board Treasurer the authority to assign fund balance for specific purposes.

Unassigned – Fund balance of the general fund that is not constrained for any purpose.

Prioritization of Fund Balance Use

When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) amounts are available, it shall be the policy of the School to consider restricted amounts to have been reduced first. When an expenditure is incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, it shall be the policy of the School that committed amounts would be reduced first, followed by assigned amounts and then unassigned amounts.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

M. Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation and amortization, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, laws or regulations of other governments.

N. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE 3 – CASH AND CASH EQUIVALENTS

Under Section 440.1 of the Public School Code for 1949, as amended, the School is permitted to invest funds consistent with sound business practices in the following types of investments:

Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC) to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral, as provided by law, is pledged by the depository.

The deposit and investment policy of the School adheres to state statutes and prudent business practices. Deposits of the governmental funds are either maintained in demand deposits or savings accounts, certificates of deposit, or cash equivalents. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School.

NOTE 3 – CASH AND CASH EQUIVALENTS (continued)

The following is a description of the School's deposit and investment risks:

Custodial Credit Risk – The risk that in the event of a bank failure, the School's deposits may not be returned to it. The School does not have a formal deposit policy for custodial credit risk. As of June 30, 2024, $128,438,897 of the School's bank balance of $154,749,012 was exposed to custodial credit risk, however this balance is collateralized in accordance with Act 72 of the Pennsylvania State Legislature which requires the institution to pool collateral for all governmental deposits and have the collateral held by an approved custodian in the institution's name. These deposits have a carrying amount of $178,886,794 as of June 30, 2024.

Concentration of Credit Risk – School deposits greater than five percent of total School deposits were with First National Bank and Huntington National Bank as follows, at June 30, 2024:

First National Bank	$ 152,825,862	85.43%
Huntington National Bank	$ 26,033,693	14.55%

NOTE 4 – INVESTMENTS

Interest Rate Risk – Interest rate risk arises from investments and is defined as "the risk that changes in interest rates will adversely affect the fair value of the investment." According to the School's investment policy, the highest priority is safety of principal. Preservation of capital in the portfolio of investments are insured through the mitigation of credit risk and interest rate risk. Investments are to be made with the objective of attaining a market average rate of return through the budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs.

Concentration of Credit Risk – The School places no limit on the amount the School can invest in any one issuer. More than five percent of the School's investments are in the following investments:

U.S. Treasury Securities	$ 42,327,940	45.16%
Municipal Bonds	$ 5,629,859	6.01%
Certificate of deposit	$ 40,628,924	43.35%

Credit Risk – Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation to the School. The School is authorized by the Pennsylvania School Code 440.1(c) to invest in:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities. Short-term obligations usually refer to investments of less than 12 months.

NOTE 4 – INVESTMENTS (continued)

Credit Risk (continued)

- Deposits in savings accounts, time deposits or share accounts of institutions insured by the FDIC, or The Federal Savings and Loan Insurance Corporation, or The National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities. Full faith and credit means the obligation is backed by the government's ability to levy taxes to repay debt. These investments include any bonds issued by the Commonwealth of Pennsylvania or any municipality or school district carrying the backing of the taxation powers of the governmental unit issuing the debt. Some investments of the federal government do not have full faith and credit backing. Fannie-Mae (FNMA) and Freddy-Mach (FNMC) bonds do not. Ginnie-Mae (GNMA) bonds do have full faith and credit backing.

- Shares of an investment company registered under the Investment Company Act of 1940 whose shares are registered under the Securities Act of 1933 provided that the following are met:

  * Only investments of that company are in the authorized investments for school funds listed in the categories above, and repurchase agreements fully collateralized by such investments.

  * The investment company is managed so as to maintain its shares as a constant net asset value in accordance with 17 CFR 270 2a-7 (relating to money market funds).

  * The investment company is rated in the highest category by a nationally recognized rating agency.

Custodial Credit Risk – is the risk that in the event of failure of the counterparty (e.g., broker-dealer) to a transaction, the School will not be able to recover the value of its investments in collateral securities that are held in the possession of another party.

NOTE 4 – INVESTMENTS (continued)

The School's balances of these investments at June 30, 2024, were not subject to custodial credit risk. These investments are collateralized, insured, or held by the counterparty's trust department or agent in the School's name.

	Fair Value	Rating	No Maturity Date	12 Months or Less	13 to 24 Months	25 to 60 Months	Greater Than 60 Months
Investments:							
U.S. Treasury securities	$ 25,447,707	AAA	$ -	$ 23,320,991	$ 553,872	$ 1,572,844	$ -
U.S. Treasury securities	16,880,233	N/A	-	8,558,067	1,631,158	233,078	6,457,930
Direct obligation of the U.S. Government	2,667,783	AAA	-	-	238,615	2,429,168	-
Government sponsored enterprise securities	2,466,308	N/A	-	1,089,054	1,040,821	222,971	113,462
Municipal bonds	5,629,859	AAA	-	-	802,591	1,847,959	2,979,309
Certificates of deposit	40,628,924	N/A	-	27,857,571	2,653,175	10,118,178	-
Total Investments	93,720,814		-	60,825,683	6,920,232	16,424,198	9,550,701
Cash and Cash Equivalents:							
Money market funds	137,232,495	N/A	137,232,495	-	-	-	-
Total Included in Cash and Cash Equivalents	137,232,495		137,232,495	-	-	-	-
Total Assets Considered Investments	$ 230,953,309		$ 137,232,495	$ 60,825,683	$ 6,920,232	$ 16,424,198	$ 9,550,701

NOTE 5 – INTERGOVERNMENTAL RECEIVABLES

Amounts due from other governments represent receivables earned by the School. At June 30, 2024, the following amounts were receivable from other governmental units.

Governmental Units:	
Federal - Grant Programs	$ 2,655,423
Local Educational Agencies, net of allowance	16,688,983
Totals	$ 19,344,406

Allowance for Doubtful Accounts

Receivables are stated at the amount the School expects to collect. The School maintains allowances for doubtful accounts for estimated losses resulting from the inability of local education agencies (LEAs) to make required payments and PDE-363 rate disputes. Based on management's assessment, the School provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. The allowance account was approximately $3,514,000 as of June 30, 2024.

NOTE 6 – CAPITAL ASSETS

A summary of capital assets recorded as of June 30, 2024 is as follows:

	Restated Beginning Balance	Increases	Disposals/ Transfers	Ending Balance
Capital assets, not being depreciated:				
Land	$ 4,600,993	$ -	$ -	$ 4,600,993
Construction in progress	230,752	1,079,636	-	1,310,388
Total capital assets, not being depreciated	4,831,745	1,079,636	-	5,911,381
Capital assets, being depreciated:				
Buildings and improvements	35,772,422	6,130	-	35,778,552
Lease right-to-use assets	10,860,485	487,867	(218,465)	11,129,887
Furniture and equipment	7,456,968	47,302	(30,914)	7,473,356
Computer equipment	30,231,164	3,597,627	(2,810,345)	31,018,446
Subscription right-to-use assets	23,002,748	622,515	-	23,625,263
Total capital assets, being depreciated	107,323,787	4,761,441	(3,059,724)	109,025,504
Accumulated depreciation for:				
Buildings and improvements	(8,660,666)	(1,706,108)	-	(10,366,774)
Lease right-to-use assets	(2,250,388)	(1,432,914)	218,465	(3,464,837)
Furniture and equipment	(4,750,443)	(596,399)	30,914	(5,315,928)
Computer equipment	(19,318,643)	(4,280,746)	2,731,722	(20,867,667)
Subscription right-to-use assets	(7,599,035)	(7,637,993)	-	(15,237,028)
Total accumulated depreciation	(42,579,175)	(15,654,160)	2,981,101	(55,252,234)
Total capital assets, being depreciated, net:	64,744,612	(10,892,719)	(78,623)	53,773,270
Governmental activities capital assets, net:	$ 69,576,357	$ (9,813,083)	$ (78,623)	$ 59,684,651

NOTE 6 – CAPITAL ASSETS (continued)

Depreciation expense of $6,583,253 for the fiscal year ended June 30, 2024 was not allocated to the various functions because the property, plant and equipment serve all functions of the School. Amortization expense of $1,432,914 was allocated to operation of plant and maintenance services for building lease right-to-use assets. Amortization expense of $7,637,993 was allocated to various instructional and support services for subscription right-to-use assets.

NOTE 7 – NOTE RECEIVABLE

On June 30, 2009, the School and the Lincoln Park Performing Arts Center (LPPAC) agreed to cancel a prepaid lease originally signed in May 2005. Additionally, LPPAC signed a promissory note agreeing to repay the School the remaining balance of $8,500,000 in equal installments over a period of twenty-four years through June 30, 2034. As of June 30, 2024, the balance of this note receivable is $3,740,000.

NOTE 8 – LINE OF CREDIT

Effective June 30, 2020, the School has a $20,000,000 revolving line of credit with First National Bank of Pennsylvania, which the School can borrow and repay funds on a secured basis at the 1-month SOFR rate plus 1.60%. The agreement required that the School adhere to certain covenants and meet or exceed certain financial ratios. Management believes the School was in compliance with these covenants as of June 30, 2024. There was no balance outstanding as of June 30, 2024.

NOTE 9 – NET PENSION LIABILITY

At June 30, 2024, the School reported a liability of $153,077,634 for its proportionate share of the net pension liability. The total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2022 to June 30, 2023. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported contributions as it relates to the total one-year reported contributions. At June 30, 2024, the School's proportion was 0.3441%, which was a decrease of 0.0038% from its proportionate share measured as of June 30, 2023.

For the fiscal year ended June 30, 2024, the School recognized pension expense of approximately $18,644,000. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	$ 4,331,000	$ -
Difference between expected and actual experience	35,000	2,096,000
Changes in proportions	4,114,000	1,261,000
Changes in assumptions	2,284,000	-
Contributions subsequent to the measurement date	18,628,548	-
Total	$ 29,392,548	$ 3,357,000

NOTE 9 – NET PENSION LIABILITY (continued)

The School reported $18,628,548 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the fiscal year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Fiscal Year Ended June 30,	
2025	$ 4,649,000
2026	(2,866,000)
2027	4,178,000
2028	1,446,000
	$ 7,407,000

Actuarial assumptions

The total pension liability as of the June 30, 2023, measurement date, was determined by rolling forward the System's total pension liability as of June 30, 2022 to June 30, 2023, using the following actuarial assumptions, applied to all periods included in the measurement:

- The actuarial cost method is Entry Age Normal, Level Percent of Pay.
- The Investment Rate of Return is 7.00%, including inflation of 2.50%.
- Salary growth is an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- The discount rate used to measure Total Pension Liability was 7.00% as of June 30, 2022 and as of June 30, 2023.

Demographic and economic assumptions approved by the Board for use effective with the June 30, 2021 actuarial valuation:

- Salary growth rate – decreased from 5.00% to 4.50%.
- Real wage growth and merit or seniority increases (components for salary growth) – decreased from 2.75% and 2.25% to 2.50% and 2.00%, respectively.
- Mortality rates – Previously based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. Effective with the June 30, 2021 actuarial valuation, mortality rates are based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

The actuarial assumptions used in the June 30, 2023 valuation was based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2020.

NOTE 9 – NET PENSION LIABILITY (continued)

The long-term expected rate of return on pension plan investments was determined using a building block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global public equity	30.0%	5.2%
Private equity	12.0%	7.9%
Fixed income	33.0%	3.2%
Commodities	7.5%	2.7%
Absolute return	4.0%	4.1%
MLPs/Infrastructure	10.0%	5.4%
Real estate	11.0%	5.7%
Cash	3.0%	1.2%
Leverage	-10.5%	1.2%
	100.0%	

The above was PSERS' Board adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2023.

Discount rate

The discount rate used to measure the total pension liability was 7.00%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

NOTE 9 – NET PENSION LIABILITY (continued)

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.00%) or 1-percentage-point higher (8.00%) than the current rate:

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's proportionate share of the net pension liability	$ 198,430,815	$ 153,077,634	$ 114,813,118

Pension plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Annual Comprehensive Financial Report which can be found on the System's website at *www.psers.pa.gov*.

NOTE 10 – NET OPEB LIABILITY

PSERS OPEB Plan

At June 30, 2024, the School reported a liability of $6,202,027 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2023, and the total OPEB liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2022 to June 30, 2023. The School's proportion of the net OPEB liability was calculated using the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2024, the School's proportion was 0.3428%, which was a decrease of 0.0044% from its proportionate share measured as of June 30, 2023.

For the fiscal year ended June 30, 2024, the School recognized OPEB expense of approximately $443,000. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	$ 14,000	$ -
Difference between expected and actual experience	41,000	61,000
Changes in proportions	651,000	76,000
Changes in assumptions	536,000	1,174,000
Contributions subsequent to the measurement date	360,298	-
Total	$ 1,602,298	$ 1,311,000

NOTE 10 – NET OPEB LIABILITY (continued)

The School reported $360,298 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net OPEB liability during the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ended June 30,	
2025	$ 127,000
2026	21,000
2027	(68,000)
2028	(122,000)
2029	(27,000)
	$ (69,000)

Actuarial assumptions

The total OPEB liability as of the June 30, 2023, measurement date, was determined by rolling forward the System's total OPEB liability as of June 30, 2022 to June 30, 2023, using the following actuarial assumptions, applied to all periods included in the measurement:

- The actuarial cost method is Entry Age Normal, Level percent of pay.
- The investment return is 4.13%, the S&P 20 Year Municipal Bond Rate.
- Salary growth is expected to be 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium assistance reimbursement is capped at $1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than $1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rates are assumed to be 50% for eligible retirees pre-age 65, and 70% for eligible retirees post age 65.

The actuarial assumptions used in the June 30, 2022 valuation were based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2020.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2021 determined the employer contribution rate for fiscal year 2023.
- The cost method was determined based on the amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- The asset valuation method is Market Value.
- Participation rate: The actual data for retirees benefiting under the Plan as of June 30, 2021 was used in lieu of the 63% utilization assumption for eligible retirees.
- Mortality rates were based on the Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

NOTE 10 – NET OPEB LIABILITY (continued)

Investments consist primarily of short-term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the PSERS. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	100.0%	1.2%
	100.0%	

The above was PSERS' Board adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2023.

Discount rate

The discount rate used to measure the total OPEB liability was 4.13%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 4.13% which represents the S&P 20-year Municipal Bond Rate at June 30, 2023, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the School's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the net OPEB liability, calculated using the discount rate of 4.13%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (3.13%) or 1-percentage-point higher (5.13%) than the current rate:

	1% Decrease 3.13%	Current Discount Rate 4.13%	1% Increase 5.13%
School's proportionate share of the net OPEB liability	$ 7,012,118	$ 6,202,027	$ 5,523,927

NOTE 10 – NET OPEB LIABILITY (continued)

Sensitivity of the School's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

Healthcare cost trends were applied to retirees receiving less than $1,200 in annual Premium Assistance. As of June 30, 2023, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of $1,200. As of June 30, 2023, 92,677 retirees were receiving the maximum amount allowed of $1,200 per year. As of June 30, 2023, 522 members were receiving less than the maximum amount allowed of $1,200 per year. The actual number of retirees receiving less than the $1,200 per year cap is a small percentage of the total population and has a minimal impact on healthcare cost trends as depicted below.

The following presents the net OPEB liability, calculated using current healthcare cost trends as well as what the net OPEB liability would be if it were calculated using a health cost trends rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1.0% Decrease	Healthcare Cost Trend Rate	1.0% Increase
School's proportionate share of the net OPEB liability	$ 6,201,444	$ 6,202,027	$ 6,202,496

OPEB plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Annual Comprehensive Financial Report, which can be found on the System's website at *www.psers.pa.gov*.

The School's OPEB

General Information about the OPEB Plan

Plan description – The School's defined benefit OPEB plan, The Pennsylvania Cyber Charter School – OPEB (PAC-OPEB), provides OPEB for all School employees retiring from the Pennsylvania Employees' Retirement System. PAC-OPEB is a single-employer defined benefit OPEB plan administered by the School. The School's board of trustees has the authority to establish and amend the benefit terms and financing requirements. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Benefits provided – The retiree has the option to continue on the School's health care plan available to active employees at his/her own expense until the retiree reaches age 65. The retiree may also obtain coverage for his/her spouse at the retiree's expense.

Employees covered by benefit terms – At June 30, 2024, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments – None
Inactive employees entitled to but not yet receiving benefit payments – None
Active employees – 699

NOTE 10 – NET OPEB LIABILITY (continued)

Total OPEB Liability

The School's total OPEB liability of $1,200,952 was measured as of June 30, 2024, and was determined by an actuarial valuation as of July 1, 2022. There is no current portion due as there were no current retired participants receiving these benefits as of June 30, 2024.

Actuarial assumptions and other inputs – The total OPEB liability in the July 1, 2022 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

A. Economic

Annual Trend Rates

Year	Medical / Rx
2022	7.50%
2023	7.50%
2024	7.00%
2025	6.50%
2026	6.00%
2027	5.50%
2028	5.00%
2029 and later	4.75%

Inflation – 2.75%

Discount rate – 3.75%

The discount rate was based on a survey of 20-year, tax exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

B. Demographic Assumptions

Death – Rates used in the PSERS actuarial valuation as of June 30, 2022

Withdrawal – Based upon rates of withdrawal used in the PSERS actuarial valuation as of June 30, 2022

Disablement – Based upon rates of disability used in the PSERS actuarial valuation as of June 30, 2022

Retirement Age – If hired prior to July 1, 2011, earlier of age 60 with 25 years of PSERS service or age 62 with 5 years of PSERS service

If hired after June 30, 2011 but before July 1, 2019, the earlier of the date on which age plus service equals 92 (with a minimum of 35 years of service) or age 65

NOTE 10 – NET OPEB LIABILITY (continued)

If hired on or after July 1, 2019: age 67 with 3 years of service or a combination of age and service with a minimum of 35 years of service which sums to at least 97 (the latter only an option for those in Class T-G)

Participation – 10% of future retirees will elect to continue participating in the School's health plan upon retirement

Coverage Election Future retirees – 80% individual; 20% husband/wife

Current retiree (if any) – Continue at current coverage level until end of eligibility period

Spouse Age – Female spouse assumed to be 3 years younger than male spouse

C. Annual Premium Costs and Other Assumptions

1. Methodology: Funding rates for medical coverage for the 2022/2023 Fiscal Year were provided by the School with a separate rate for each coverage level as shown below.

Coverage Type	Annual Rate
Single	$ 9,745.68
Two Adult	$ 25,282.80
Parent/Child	$ 22,766.28
Parent/Children	$ 22,766.28
Family	$ 26,344.56

Benefits are self-insured. The funding rates recognize recent claims history, reinsurance premiums, administrative changes and trend adjustments to the 2022/2023 Fiscal Year. Equivalent age-adjusted costs were then developed using standard aging factors.

2. Age-Adjusted Costs: The following table shows the resulting assumed annual age-adjusted costs for sample ages:

Age	Per Person Cost
45	$ 9,541
50	$ 11,631
55	$ 14,539
60	$ 17,719
64	$ 20,082

NOTE 10 – NET OPEB LIABILITY (continued)

Changes in the Total OPEB liability

Total OPEB Liability - Beginning of Period	$	1,117,488
Changes for the year:		
Service cost		45,925
Estimated benefit payments		(5,978)
Interest		43,517
Changes in benefit terms		-
Differences between expected and actual experience		-
Changes in assumptions or other inputs		-
Net Change in Total OPEB Liability		83,464
Total OPEB Liability - End of Period	$	1,200,952

Sensitivity of the total OPEB liability to changes in the discount rate. The following presents the total OPEB liability of the School, as well as what the School's total OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.75%) or 1-percentage-point higher (4.75%) than the current discount rate:

	1% Decrease 2.75%	Current Discount 3.75%	1% Increase 4.75%
Total of the School's OPEB Liability	$ 1,366,787	$ 1,200,952	$ 1,053,007

Sensitivity of the total OPEB liability to changes in the healthcare cost trend rates. The following presents the total OPEB liability of the School, as well as what the School's total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower (-1.0% from the rates disclosed above) or 1-percentage-point higher (+1.0% from the rates disclosed above) than the current healthcare cost trend rates:

	1% Decrease	Current Healthcare Cost Trend Rate	1% Increase
Total of the School's OPEB Liability	$ 992,372	$ 1,200,952	$ 1,457,901

NOTE 10 – NET OPEB LIABILITY (continued)

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2024, the School recognized OPEB expense of $59,063. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to this OPEB plan from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	$ 231,864	$ 88,071
Changes in assumptions	118,865	574,910
Total	350,729	662,981
PSERS OPEB	1,602,298	1,311,000
Total OPEB	$ 1,953,027	$ 1,973,981

Total OPEB expense for both OPEB plans was $502,063 for the year ended June 30, 2024.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expenses as follows:

Fiscal Year Ended June 30,	
2025	$ (30,379)
2026	(30,379)
2027	(30,379)
2028	(30,379)
2029	(30,379)
Thereafter	(160,357)
	$ (312,252)

NOTE 11 – LEASES

The School has various leases for office and warehouse space that expire at various dates through December 2032, with optional renewable terms. The leases generally require the School to pay real estate taxes, insurance, repairs, and various operating costs. During the fiscal year ended June 30, 2024, the School recognized $216,054 of expenditures for variable payments that were not previously included in the lease liability measurement.

The discount rates for leases is derived from the rate implicit in the lease or the School's incremental borrowing rate.

The future principal and interest obligations under these leases as of June 30, 2024 are as follows:

Fiscal Year Ending June 30,	Principal	Interest
2025	$ 1,333,106	$ 376,443
2026	1,297,953	310,538
2027	1,244,536	246,952
2028	1,271,110	185,847
2029	998,405	127,647
2030-2032	2,174,557	156,357
Total	$ 8,319,667	$ 1,403,784

NOTE 12 – SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS

The School has various subscription-based information technology arrangements (SBITAs) for use of IT software that expire at various dates through June 2029. The SBITAs generally require the School to pay annual or monthly fees for the use of software. There were no variable payments or commitments under SBITAs before the commencement date of the subscription term that were not previously included in the subscription liability measurement.

The discount rate for SBITAs are derived from the rate implicit in the SBITA or the School's incremental borrowing rate.

The future principal and interest obligations under these SBITAs as of June 30, 2024 are as follows:

Fiscal Year Ending June 30,	Principal	Interest
2025	$ 7,305,087	$ 278,133
2026	382,639	27,671
2027	42,612	8,824
2028	45,370	6,065
2029	48,308	3,128
Total	$ 7,824,016	$ 323,821

NOTE 13 – CONTINGENCIES

Litigation - The School is involved in various legal proceedings, claims and litigation arising from the ordinary course of business. Management intends to vigorously defend the asserted claims. While the outcome of these matters is currently not determinable, management does not expect the ultimate costs to resolve these matters will have a materially adverse effect on the School's financial position at June 30, 2024, beyond the aforementioned assignment of fund balance and recorded liability for claims and judgements.

The School received financial assistance from federal and state agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2024.

NOTE 14 – RISK MANAGEMENT

The School self-funds a health and drug benefit program for its employees. Under the program, the School employs a third-party administrator and pays all medical claims through them. In addition, the School purchases individual and aggregate stop-loss insurance from a commercial carrier to protect it from catastrophic claims. The School retains the risk of liability for all claims under the aggregate stop-loss insurance. Settled claims have not exceeded the aggregate stop-loss insurance coverage for the past 3 years.

Changes in the estimate of the claims' liability are as follows:

Liability balance - July 1, 2023	$	1,248,722
Incurred claims and estimates		15,383,910
Less:		
Claims paid during the period		(15,395,533)
Liability balance - June 30, 2024	$	1,237,099

NOTE 15 – LONG-TERM LIABILITIES

Long-term liability activity for the year ended June 30, 2024, was as follows:

	Restated Beginning Balance	Increases	Decreases	Ending Balance
Claims and Judgments Payable	$ 84,930	$ 1,819,637	$ (354,390)	$ 1,550,177
Net OPEB Liability	7,508,645	288,258	(393,924)	7,402,979
Net Pension Liability	154,671,894	16,426,456	(18,020,716)	153,077,634
Lease Obligation	9,086,608	487,867	(1,254,808)	8,319,667
Subscription Obligation	15,098,115	324,022	(7,598,121)	7,824,016
	$ 186,450,192	$ 19,346,240	$ (27,621,959)	$ 178,174,473

NOTE 16 – PRIOR PERIOD ADJUSTMENT

There was a prior period adjustment to correct the beginning net position to correct errors in reporting subscription based information technology arrangements during the year ended June 30, 2023. The change in total net position of $296,718 is shown as a prior period adjustment in the Statement of Activities and consists of the following changes:

	Original June 30, 2023	Adjustments	Restated June 30, 2023
Statement of Net Position			
Assets			
Subscription right-to-use assets (net of amortization)	$ 1,939,322	$ 13,464,391	$ 15,403,713
Total Assets	296,756,208	13,464,391	310,220,599
Liabilities			
Subscription obligations	1,337,006	13,761,109	15,098,115
Total Liabilities	185,330,526	13,761,109	199,091,635
Net Position			
Net investment in capital assets	45,415,169	(296,718)	45,118,451
Total Net Position	$ 139,251,423	$ (296,718)	$ 138,954,705
Statement of Activities			
Governmental Activities:			
Regular instruction expenses	$ 66,990,810	$ 296,718	$ 67,287,528
Change in Net Position	$ 36,000,854	$ (296,718)	$ 35,704,136

The prior period adjustment had no effect to the beginning fund balance of the fund financial statements.

Required Supplementary Information

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Revenues, Expenditures, and Changes in Fund Balance, Budget and Actual – General Fund
Fiscal Year Ended June 30, 2024

	Budgeted Amounts		Actual	Variance with Final Budget
	Original	Final	(Budgetary Basis)	Positive (Negative)
REVENUES				
Local Revenues	$ 191,833,090	$ 191,833,090	$ 216,450,964	$ 24,617,874
State Program Revenues	1,067,848	1,067,848	1,106,910	39,062
Federal Program Revenues	4,882,200	4,882,200	5,148,456	266,256
TOTAL REVENUES	197,783,138	197,783,138	222,706,330	24,923,192
EXPENDITURES				
Regular Programs	71,527,278	71,527,278	64,272,646	7,254,632
Special Programs	42,115,360	42,115,360	40,218,025	1,897,335
Other Instructional Programs	2,695,900	2,695,900	1,311,074	1,384,826
Community/Junior College Ed Programs	-	-	27,705	(27,705)
Pupil Personnel Services	15,089,612	15,089,612	13,723,846	1,365,766
Instructional Staff Services	4,695,888	4,695,888	4,196,298	499,590
Administrative Services	9,462,153	9,462,153	9,001,299	460,854
Pupil Health	1,378,145	1,378,145	1,051,864	326,281
Business Services	7,652,276	7,652,276	7,387,120	265,156
Operation & Maintenance of Plant Services	11,777,033	11,777,033	6,409,044	5,367,989
Central & Other Support Services	10,300,312	10,300,312	7,902,776	2,397,536
Student Activities	506,000	506,000	449,236	56,764
Community Services	36,200	36,200	53,656	(17,456)
Facilities Acquisition and Construction	4,570,000	4,570,000	1,079,636	3,490,364
Debt Service	1,188,300	1,188,300	9,827,448	(8,639,148)
Budgetary reserve	1,829,000	1,829,000	-	1,829,000
TOTAL EXPENDITURES	184,823,457	184,823,457	166,911,673	17,911,784
Excess (Deficiency) of Revenues Over Expenditures	12,959,681	12,959,681	55,794,657	42,834,976
OTHER FINANCING SOURCES				
Proceeds from Extended Term Financing	1,432,000	1,432,000	811,889	(620,111)
Proceeds from Disposal of Capital Assets	30,000	30,000	27,089	(2,911)
TOTAL OTHER FINANCING SOURCES	1,462,000	1,462,000	838,978	(623,022)
Net Change in Fund Balance	$ 14,421,681	$ 14,421,681	$ 56,633,635	$ 42,211,954

See independent auditor's report.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Notes to the Schedule of Revenues, Expenditures, and Changes in Fund Balance, Budget and Actual – General Fund
Fiscal Year Ended June 30, 2024

NOTE 1 - BUDGETARY INFORMATION

Budgets are adopted on a basis consistent with U.S. generally accepted accounting principles. Annual appropriated budgets are adopted for the general fund. All annual appropriations lapse at year-end.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Proportionate Share of the Net Pension Liability and Related Ratios
Last Ten Fiscal Years

	2024	2023	2022	2021	2020
School's proportion of the net pension liability	0.3441%	0.3479%	0.3430%	0.3182%	0.3082%
School's proportionate share of the net pension liability	$ 153,077,634	$ 154,671,894	$ 140,824,584	$ 156,678,549	$ 144,183,998
School's covered payroll for the measurement date	$ 52,616,163	$ 51,053,112	$ 48,548,069	$ 44,622,963	$ 42,510,044
School's proportionate share of the net pension liability as a percentage of its covered payroll	290.93%	302.96%	290.07%	351.12%	339.18%
Plan fiduciary net position as a percentage of the total net pension liability	61.85%	61.34%	63.67%	54.32%	55.66%

	2019	2018	2017	2016	2015
School's proportion of the net pension liability	0.2877%	0.2619%	0.2563%	0.2495%	0.2099%
School's proportionate share of the net pension liability	$ 138,110,284	$ 129,359,826	$ 127,107,450	$ 108,064,229	$ 83,076,691
School's covered payroll for the measurement date	$ 38,737,124	$ 34,872,228	$ 33,199,764	$ 32,099,631	$ 26,783,846
School's proportionate share of the net pension liability as a percentage of its covered payroll	356.53%	370.95%	382.86%	336.65%	310.17%
Plan fiduciary net position as a percentage of the total net pension liability	54.00%	51.84%	50.14%	54.36%	57.24%

This information is based off the measurement date of the Net Pension Liability of June 30, 2023 for 2024; June 30, 2022 for 2023; June 30, 2021 for 2022; June 30, 2020 for 2021; June 30, 2019 for 2020; June 30, 2018 for 2019; June 30, 2017 for 2018, June 30, 2016 for 2017; June 30, 2015 for 2016; and June 30, 2014 for 2015.

See independent auditor's report.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Required Pension Contributions
Last Ten Fiscal Years

	2024	2023	2022	2021	2020
Contractually required contribution	$ 18,628,548	$ 18,020,454	$ 17,352,953	$ 16,385,689	$ 14,876,151
Contributions in relation to the contractually required contribution	(18,628,548)	(18,020,454)	(17,352,953)	(16,385,689)	(14,876,151)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
School's covered payroll	$ 56,296,609	$ 52,616,163	$ 51,053,112	$ 48,548,069	$ 44,622,963
Contributions as a percentage of covered payroll	33.09%	34.31%	33.99%	33.51%	33.36%

	2019	2018	2017	2016	2015
Contractually required contribution	$ 13,834,470	$ 12,295,163	$ 10,448,648	$ 8,578,819	$ 6,637,835
Contributions in relation to the contractually required contribution	(13,834,470)	(12,295,163)	(10,448,648)	(8,578,819)	(6,637,835)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
School's covered payroll	$ 42,510,044	$ 38,737,124	$ 34,872,228	$ 33,199,764	$ 32,099,631
Contributions as a percentage of covered payroll	32.60%	31.74%	29.20%	25.00%	20.50%

See independent auditor's report.

THE PENNSYLVANIA CYBER CHARTER SCHOOL

Schedule of Proportionate Share of the Net OPEB Liability and Related Ratios - PSERS

Last Ten Fiscal Years *

	2024	2023	2022	2021	2020
School's proportion of the net OPEB liability	0.3428%	0.3472%	0.3425%	0.3179%	0.3082%
School's proportionate share of the net OPEB liability	$ 6,202,027	$ 6,391,157	$ 8,117,534	$ 6,868,856	$ 6,554,927
School's covered payroll for the measurement date	$ 52,616,163	$ 51,053,112	$ 48,548,069	$ 44,622,963	$ 42,510,044
School's proportionate share of the net OPEB liability as a percentage of its covered payroll	11.79%	12.52%	16.72%	15.39%	15.42%
Plan fiduciary net position as a percentage of the total net OPEB liability	7.22%	6.86%	5.30%	5.69%	5.56%

	2019	2018	2017
School's proportion of the net OPEB liability	0.2877%	0.2619%	0.2563%
School's proportionate share of the net OPEB liability	$ 5,998,398	$ 5,336,460	$ 5,521,000
School's covered payroll for the measurement date	$ 38,737,124	$ 34,872,228	$ 33,199,764
School's proportionate share of the net OPEB liability as a percentage of its covered payroll	15.48%	15.30%	16.63%
Plan fiduciary net position as a percentage of the total net OPEB liability	5.56%	5.73%	5.47%

This information is based off the measurement date of the Net Pension Liability of June 30, 2023 for 2024; June 30, 2022 for 2023; June 30, 2021 for 2022; June 30, 2020 for 2021; June 30, 2019 for 2020; June 30, 2018 for 2019; June 30, 2017 for 2018; and June 30, 2016 for 2017.

*GASB 75 was implemented during the fiscal year ended June 30, 2018. Information will continue to be gathered until ten fiscal years are presented.

See independent auditor's report.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Required OPEB Contributions - PSERS
Last Ten Fiscal Years *

	2024	2023	2022	2021	2020
Contractually required contribution	$ 360,298	$ 393,918	$ 408,072	$ 398,821	$ 373,571
Contributions in relation to the contractually required contribution	(360,298)	(393,918)	(408,072)	(398,821)	(373,571)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
School's covered payroll	$ 56,296,609	$ 52,616,163	$ 51,053,112	$ 48,548,069	$ 44,622,963
Contributions as a percentage of covered payroll	0.64%	0.75%	0.80%	0.82%	0.84%

	2019	2018	2017
Contractually required contribution	$ 361,771	$ 322,054	$ 289,439
Contributions in relation to the contractually required contribution	(361,771)	(322,054)	(289,439)
Contribution deficiency (excess)	$ -	$ -	$ -
School's covered payroll	$ 42,510,044	$ 38,737,124	$ 34,872,228
Contributions as a percentage of covered payroll	0.83%	0.83%	0.83%

*GASB 75 was implemented during the fiscal year ended June 30, 2018. Information will continue to be gathered until ten fiscal years are presented.

See independent auditor's report.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Changes in the School's Total OPEB Liability and Related Ratios
Last Ten Fiscal Years *

	2024	2023	2022	2021	2020
Total OPEB Liability - Beginning of Period	$ 1,117,488	$ 1,384,212	$ 1,309,583	$ 1,038,564	$ 969,345
Changes for the year:					
Service cost	45,925	44,696	53,332	51,905	47,235
Estimated benefit payments	(5,978)	(7,048)	(9,936)	(9,751)	(13,364)
Interest	43,517	40,520	31,233	29,553	35,348
Changes in benefit terms	-	-	-	-	-
Differences between expected and actual experience	-	252,271	-	23,847	-
Changes in assumptions or other inputs	-	(597,163)	-	175,465	-
Net Change in Total OPEB Liability	83,464	(266,724)	74,629	271,019	69,219
Total OPEB Liability - End of Period	$ 1,200,952	$ 1,117,488	$ 1,384,212	$ 1,309,583	$ 1,038,564
School's covered-employee payroll for the measurement date	$ 56,296,609	$ 52,616,163	$ 51,053,112	$ 48,548,069	$ 44,622,963
Percentage of the OPEB liability to covered-employee payroll	2.13%	2.12%	2.71%	2.70%	2.33%

	2019	2018	2017
Total OPEB Liability - Beginning of Period	$ 1,226,711	$ 1,108,560	$ 995,518
Changes for the year:			
Service cost	45,971	83,228	81,000
Estimated benefit payments	(16,797)	-	-
Interest	33,066	34,923	32,042
Changes in benefit terms	-	-	-
Differences between expected and actual	(162,495)	-	-
Changes in assumptions or other inputs	(157,111)	-	-
Net Change in Total OPEB Liability	(257,366)	118,151	113,042
Total OPEB Liability - End of Period	$ 969,345	$ 1,226,711	$ 1,108,560
School's covered-employee payroll for the measurement date	$ 42,510,044	$ 38,737,124	$ 34,872,228
Percentage of the OPEB liability to covered-employee payroll	2.28%	3.17%	3.18%

An actuarially determined contribution is not calculated. The School's current funding policy is to pay plan benefits when they become due. This is referred to as a pay-as-you-go plan. There are no assets accumulated in a trust that meet the criteria in paragraph 5 of GASB Statement 75.

* GASB 75 was implemented during the fiscal year ended June 30, 2018. Information will continue to be gathered until ten fiscal years are presented.

See independent auditor's report.

STATISTICAL SECTION

STATISTICAL SECTION OVERVIEW
(Unaudited)

The Statistical Section of the School's Annual Comprehensive Financial Report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information say about the School's overall financial outlook.

Sections

Financial Trends

These schedules contain trend information to help the reader understand how the School's financial performance and operations have changed over time.

Revenue Capacity

These schedules contain information to help the reader assess the School's most significant revenue source, local educational agencies.

Debt Capacity

These schedules present information to help the reader assess the affordability of the School's current levels of outstanding debt and the School's ability to issue additional debt in the future.

Demographic and Economic Information

These schedules offer demographic and economic indicators to help the reader understand the environment within which the School's financial activities take place.

Operating Information

These schedules contain service data to help the reader understand how the information in the School's financial report relates to the services the School provides and the activities it performs.

Financial Trends

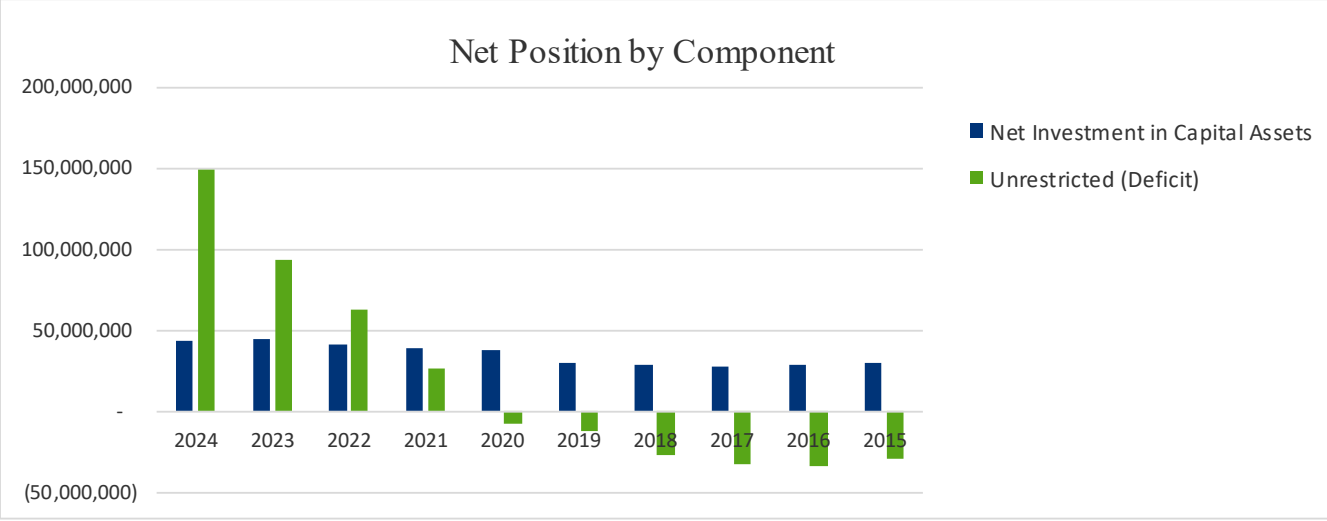
Schedule I

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Net Position by Component
Last Ten Fiscal Years
(Accrual Basis of Accounting)

	2024	2023	2022	2021	2020
Governmental Activities					
Net Investment in Capital Assets	$ 43,262,127	$ 45,118,451	$ 40,800,597	$ 39,134,687	$ 37,263,451
Unrestricted (Deficit)	149,113,810	93,836,254	62,449,972	26,281,473	(7,279,774)
Total Governmental Activities Net Position	$ 192,375,937	$ 138,954,705	$ 103,250,569	$ 65,416,160	$ 29,983,677

	2019	2018	2017	2016	2015
Governmental Activities					
Net Investment in Capital Assets	$ 30,087,921	$ 28,516,362	$ 27,710,828	$ 28,556,543	$ 29,323,790
Unrestricted (Deficit)	(12,282,332)	(27,183,179)	(32,770,103)	(33,228,542)	(29,053,361)
Total Governmental Activities Net Position	$ 17,805,589	$ 1,333,183	$ (5,059,275)	$ (4,671,999)	$ 270,429

Notes:
(1) Includes all funds (GAAP Basis)
(2) Beginning with fiscal year 2018 the School implemented GASB 75, in fiscal 2022 GASB 87 and GASB 96 in fiscal 2023.



Schedule II

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Changes in Net Position
Last Ten Fiscal Years
(Accrual Basis of Accounting)

	2024	2023	2022	2021	2020
Revenues					
Program Revenues:					
Operating grants and contributions	$ 8,365,126	$ 7,688,089	$ 9,820,218	$ 8,021,669	$ 6,798,052
General Revenues:					
Payments from local educational agencies	202,995,153	184,393,557	187,028,447	180,537,690	159,685,518
Grants, subsidies & contributions not restricted	-	-	-	-	-
Investment (loss) earnings	10,799,328	4,845,668	(1,069,331)	298,740	1,576,363
Gain/(loss) on disposal/sale of capital assets	(51,534)	127,769	(6,981)	23,368	22,402
Miscellaneous Income	206,725	379,245	152,864	667,460	168,343
Total Revenue - Governmental Activities	222,314,798	197,434,328	195,925,217	189,548,927	168,250,678
Expenses					
Instructional Services	109,251,631	106,050,314	104,897,386	101,414,282	103,358,698
Support Services	51,654,321	48,526,103	47,241,723	47,245,806	46,734,285
Non-Instructional Services	7,987,614	7,153,775	5,951,699	5,456,356	5,979,607
Total Expenses - Governmental Activities	168,893,566	161,730,192	158,090,808	154,116,444	156,072,590
Change in Net Position	$ 53,421,232	$ 35,704,136	$ 37,834,409	$ 35,432,483	$ 12,178,088

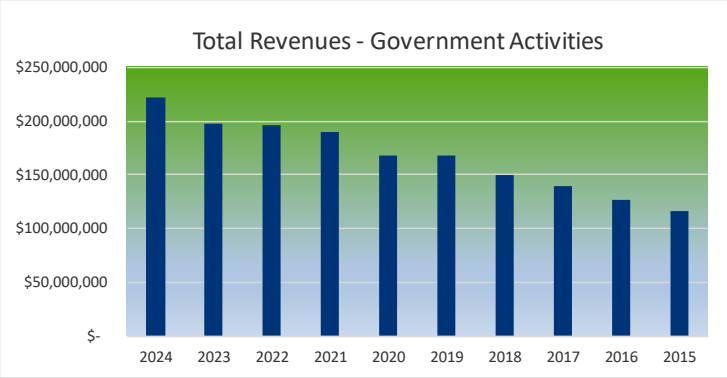
(continued)

Schedule II

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Changes in Net Position
Last Ten Fiscal Years
(Accrual Basis of Accounting)

(continued)

	2019	2018	2017	2016	2015
Revenues					
Program Revenues:					
Operating grants and contributions	$ 6,396,567	$ 5,950,452	$ 5,285,176	$ 4,721,542	$ 4,773,044
General Revenues:					
Payments from local educational agencies	160,727,395	144,183,471	134,280,454	122,058,569	111,244,689
Grants, subsidies & contributions not restricted	-	-	-	-	-
Investment earnings	1,021,210	322,249	114,756	4,770	2,385
Gain/(loss) on disposal/sale of capital assets	13,539	(68,118)	(38,820)	(427,617)	(135,049)
Miscellaneous Income	137,870	66,748	338,807	107,224	89,894
Total Revenue - Governmental Activities	168,296,581	150,454,802	139,980,373	126,464,488	115,974,963
Expenses					
Instructional Services	101,140,809	92,165,915	87,770,403	83,306,111	76,714,190
Support Services	45,427,340	41,203,436	46,984,348	43,097,018	42,568,031
Non-Instructional Services	5,256,026	5,461,432	5,258,196	5,003,787	5,053,723
Total Expenses - Governmental Activities	151,824,175	138,830,783	140,012,947	131,406,916	124,335,944
Change in Net Position	$ 16,472,406	$ 11,624,019	$ (32,574)	$ (4,942,428)	$ (8,360,981)



Schedule III

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Fund Balances - Governmental Fund
Last Ten Fiscal Years
(Modified Accrual Basis of Accounting)

	General Fund					
Fiscal Year	Nonspendable	Restricted	Committed	Assigned	Unassigned	Total
2024	$ 871,756	$ -	$ 92,711,051	$ 28,076,824	$ 153,521,674	$ 275,181,305
2023	1,020,298	-	85,137,083	31,491,903	100,898,386	218,547,670
2022	862,457	-	80,857,942	1,487,713	105,080,713	188,288,825
2021	308,200	-	84,598,030	1,562,169	63,308,395	149,776,794
2020	796,240	-	70,917,787	3,362,824	32,483,919	107,560,770
2019	1,037,653	-	71,412,727	5,556,505	13,768,846	91,775,731
2018	1,575,751	-	37,825,382	6,528,300	21,282,733	67,212,166
2017	669,096	-	36,108,829	1,455,045	10,875,350	49,108,320
2016	447,786	-	34,088,700	100,172	4,802,058	39,438,716
2015	746,256	-	26,751,649	2,771,402	6,935,949	37,205,256

Schedule IV

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Changes in Fund Balance - Governmental Fund
Last Ten Fiscal Years
(Modified Accrual Basis of Accounting)

	2024	2023	2022	2021	2020
Revenues					
Local Sources	$ 216,450,964	$ 192,067,174	$ 189,096,165	$ 183,722,556	$ 163,185,634
State Sources	1,106,910	1,068,605	1,070,343	1,112,383	1,124,740
Federal Sources	5,148,456	4,510,783	6,108,690	5,030,619	3,917,902
Total Revenues	222,706,330	197,646,562	196,275,198	189,865,558	168,228,276
Expenditures					
Instruction	105,829,450	127,212,492	108,040,769	100,219,806	98,853,481
Support Services	49,672,247	61,543,667	49,434,276	45,827,175	45,468,195
Non-Instructional Services	502,892	473,220	312,171	188,525	413,609
Miscellaneous	-	-	-	-	-
Capital Outlay	1,079,636	3,595,956	362,610	1,438,479	7,730,877
Debt Service - Principal	8,852,929	1,932,830	812,864	-	-
Debt Service - Interest	974,519	546,858	295,439	-	-
Total Expenditures	166,911,673	195,305,023	159,258,129	147,673,985	152,466,162
Other Financing Sources					
Issuance of leases and subscription arrangements	811,889	27,447,482	1,432,167	-	-
Sale of Capital Assets	27,089	469,825	65,795	24,451	22,925
Total Other Financing Sources	838,978	27,917,307	1,497,962	24,451	22,925
Net Change in Fund Balance	$ 56,633,635	$ 30,258,846	$ 38,515,031	$ 42,216,024	$ 15,785,039
Debt Service as % of Non Capital Expenditures Ratio	6.1%	1.4%	0.7%	0.0%	0.0%

(continued)

Schedule IV

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Changes in Fund Balance - Governmental Fund
Last Ten Fiscal Years
(Modified Accrual Basis of Accounting)

(continued)

	2019	2018	2017	2016	2015
Revenues					
Local Sources	$ 163,983,924	$ 146,565,449	$ 136,627,075	$ 123,950,552	$ 113,150,202
State Sources	1,119,188	1,116,783	1,108,168	1,107,131	1,164,081
Federal Sources	3,519,929	3,180,689	2,623,951	2,174,421	2,135,730
Total Revenues	168,623,041	150,862,921	140,359,194	127,232,104	116,450,013
Expenditures					
Instruction	98,906,157	92,128,042	86,591,799	82,739,667	78,615,465
Support Services	42,154,068	40,165,289	44,695,099	41,165,031	42,531,721
Non-Instructional Services	402,080	347,677	278,137	195,943	175,919
Miscellaneous	-	-	-	-	-
Capital Outlay	2,620,561	141,922	53,928	8,728	1,015,710
Debt Service - Principal	-	-	-	-	-
Debt Service - Interest	-	-	-	-	-
Total Expenditures	144,082,866	132,782,930	131,618,963	124,109,369	122,338,815
Other Financing Sources					
Issuance of leases and subscription arrangements	-	-	-	-	-
Sale of Capital Assets	23,390	23,855	29,373	10,469	22,503
Total Other Financing Sources	23,390	23,855	29,373	10,469	22,503
Net Change in Fund Balance	$ 24,563,565	$ 18,103,846	$ 8,769,604	$ 3,133,204	$ (5,866,299)
Debt Service as % of Non Capital Expenditures Ratio	0.0%	0.0%	0.0%	0.0%	0.0%

Debt Capacity

Schedule V

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Ratios of Outstanding Debt by Type
Last Ten Calendar Years

	General Fund						
Fiscal Year	Leases	Subscriptions	Total Primary Government	Prior Year Personal Income	Students	Debt as % of Personal Income	Amount of Debt per Student
2024	$ 8,319,667	$ 7,824,016	$ 16,143,683	$ 893,649,200	11,217	1.8%	$ 1,439
2023	9,086,608	15,098,115	24,184,723	836,778,300	10,738	2.9%	2,252
2022	5,602,887	-	5,602,887	833,314,500	11,349	0.7%	494
2021	-	-	-	788,725,185	11,466	0.0%	-
2020	-	-	-	742,924,296	10,520	0.0%	-
2019	-	-	-	717,255,286	10,597	0.0%	-
2018	-	-	-	681,658,520	10,413	0.0%	-
2017	-	-	-	662,352,876	10,275	0.0%	-
2016	-	-	-	644,445,802	9,905	0.0%	-
2015	-	-	-	619,387,125	9,606	0.0%	-

Sources: Personal income is provided by the Bureau of Economic Analysis, U.S. Department of Commerce (*www.bea.gov/index.htm*) through estimates released September 2024.

PA Cyber Charter School records.

Notes:
(1) Beginning with fiscal year 2022, the School implemented GASB 87 and in fiscal year 2023 GASB 96 which impacted total debt.

Demographic and Economic Information

Schedule VI

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Demographic and Economic Statistics
Last Ten Calendar Years

Calendar Year	Population	Personal Income (Expressed in Thousands)	Per Capita Income	Employed	Unemployed	Unemployment Rate
2023	12,961,683	$ 893,649,200	$ 68,945	6,296,000	223,000	3.4%
2022	12,972,008	836,778,300	64,506	6,202,000	263,000	4.1%
2021	12,964,056	833,314,500	64,279	6,054,000	378,000	5.9%
2020	12,783,254	788,725,185	61,700	5,930,000	577,000	8.9%
2019	12,801,989	742,924,296	58,032	6,292,000	285,000	4.3%
2018	12,800,922	717,255,286	56,032	6,222,000	288,000	4.4%
2017	12,787,641	681,658,520	53,306	6,162,000	323,000	5.0%
2016	12,782,275	662,352,876	51,818	6,115,000	344,000	5.3%
2015	12,784,826	644,445,802	50,407	6,076,000	347,000	5.4%
2014	12,788,313	619,387,125	48,434	6,010,000	379,000	5.9%

Sources: Personal income is provided by the Bureau of Economic Analysis, U.S. Department of Commerce (*www.bea.gov/index.htm*) through estimates released September 2024.

Population data is obtained from the Bureau of Economic Analysis, U.S. Department of Commerce website at *http://www.bea.gov/index.htm*, whose source is the U.S. Bureau of Census' mid-year population estimate.

Employment data was obtained from the Pennsylvania Department of Labor and Industry at:
https://paworkstats.geosolinc.com/vosnet/analyzer/results.aspx?enc=HofuwY22SoLTS/uC+bpmi7ntbB42L7XyypLjx+HEeK0=

Notes:
(1) Population data is presented as of July 1 of the calendar year. The U.S. Bureau of Census' mid-year population estimate include revisions to the annual population estimate back to the calendar year of the most recent Census (2020 calendar year). Therefore, the totals shown may differ from year to year.

(2) Personal income data is provided as of the mid-year.

(3) Information is for the Commonwealth of Pennsylvania.

Schedule VII

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Employment by Industry
Current Calendar Year and Nine Years Prior

	2023			2014		
Industry	**Establishments**	**Average Employment**	**Total Wage**	**Establishments**	**Average Employment**	**Total Wage**
Accommodation and Food Services	28,392	461,383	$ 11,407,193,398	27,158	446,125	$ 7,410,324,756
Administrative and Waste Services	19,733	300,773	15,342,510,435	16,897	299,139	9,819,249,607
Agriculture, Forestry, Fishing & Hunting	2,585	27,101	1,191,102,415	2,020	23,917	770,853,225
Arts, Entertainment, and Recreation	5,842	99,849	4,301,062,302	4,712	91,417	2,814,958,109
Construction	30,586	260,600	20,483,970,227	27,911	231,085	13,580,995,567
Educational Services	5,890	186,559	13,203,252,576	4,155	171,818	9,390,753,678
Finance and Insurance	20,403	271,646	32,136,301,371	17,990	254,847	21,568,320,098
Health Care and Social Assistance	51,930	1,068,973	67,345,251,547	53,902	941,249	43,323,901,096
Information	9,065	93,227	11,391,803,546	4,468	85,183	6,024,874,224
Management of Companies and Enterprises	7,119	147,596	22,604,696,276	3,584	132,770	16,047,637,014
Manufacturing	14,545	566,149	42,218,758,252	14,416	567,179	33,209,865,587
Mining, Quarrying, and Oil and Gas Extraction	1,130	22,118	2,249,643,167	1,438	36,957	3,079,652,519
Other Services, Ex. Public Admin	35,249	201,577	8,823,173,879	31,703	190,903	5,787,146,646
Professional and Technical Services	52,817	392,312	46,159,526,918	37,344	328,995	27,955,165,465
Real Estate and Rental and Leasing	12,391	67,572	5,042,754,137	9,670	60,975	3,298,092,832
Retail Trade	40,054	595,605	21,870,574,293	41,781	633,175	16,598,723,109
Transportation and Warehousing	11,337	298,430	17,022,169,846	8,677	218,105	9,305,723,378
Utilities	713	22,626	2,946,285,315	555	21,466	2,345,116,195
Wholesale Trade	23,106	216,986	21,623,849,920	24,632	226,140	17,259,984,283
Total - All Industries	372,887	5,301,082	$ 367,363,879,820	333,013	4,961,445	$ 249,591,337,388

Sources: Information was obtained from the Center for Workforce Information & Analysis, Pennsylvania Department of Labor and Industry. website at *www.paworkstats.geosolinc.com*.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Principal Employers
Current Calendar Year and Nine Years Prior

Employer	2024 Rank	2015 Rank
Wal-Mart Associates Inc.	1	1
Trustees of the University of PA	2	3
City of Philadelphia	3	2
Giant Food Stores LLC	4	4
Pennsylvania State University	6	5
United Parcel Services Inc.	9	8
School District of Philadelphia	7	6
UPMC Presbyterian Shadyside	8	7
Amazon.com Services Inc.	5	N/A
PNC Bank NA	N/A	10
University of Pittsburgh	N/A	9
The Children's Hospital of Philadelphia	10	N/A

Source: Pennsylvania Department of Labor and Industry.
The Department is not able to provide the number of employees due to confidentiality restrictions.

Operating Information

Schedule IX

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Full-Time Equivalent Employees by Function/Category
Last Ten Fiscal Years

	2024	2023	2022	2021	2020
Function					
Teacher/Instructor	503	494	486	483	476
Student Support	121	120	136	132	129
Academic Staff Support	63	62	51	52	47
Academic Leadership	16	16	16	17	19
Non-Academic Staff Support	51	48	49	46	41
Executive	6	6	6	6	6
Total	760	746	744	736	718

	2019	2018	2017	2016	2015
Function					
Teacher/Instructor	469	437	416	386	409
Student Support	126	124	123	125	134
Academic Staff Support	54	55	54	54	67
Academic Leadership	19	20	21	21	21
Non-Academic Staff Support	37	38	32	29	29
Executive	6	6	6	6	7
Total	711	680	652	621	667

Source: PA Cyber Charter School records.

Schedule X

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Teacher Salaries
Last Ten Fiscal Years

Fiscal Year	Minimum Salary	Maximum Salary	Average Salary
2024	$ 48,000	$ 94,500	$ 75,912
2023	48,000	88,423	68,582
2022	46,500	88,423	66,415
2021	45,500	86,870	63,674
2020	44,500	84,800	60,339
2019	44,000	82,730	57,016
2018	42,000	83,522	56,150
2017	40,000	79,584	54,125
2016	40,300	75,501	52,525
2015	34,000	73,349	47,442

Source: PA Cyber Charter School records.

Schedule XI

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Operating Statistics
Last Ten Fiscal Years

Fiscal Year	FTE Enrollment	Governmental Activities Expenses	Cost per Pupil	Percentage Change	Teaching Staff	Pupil/Teacher Ratio
2024	11,217	$ 168,893,566	$ 15,056.93	-0.03%	503	22:1
2023	10,738	161,730,192	15,061.48	8.12%	494	22:1
2022	11,349	158,090,808	13,929.93	3.64%	486	23:1
2021	11,466	154,116,444	13,441.17	-9.40%	483	24:1
2020	10,520	156,072,590	14,835.80	3.55%	476	22:1
2019	10,597	151,824,175	14,327.09	7.46%	469	23:1
2018	10,413	138,830,783	13,332.45	-2.16%	437	24:1
2017	10,275	140,012,947	13,626.56	2.71%	416	25:1
2016	9,905	131,406,916	13,266.73	2.50%	386	26:1
2015	9,606	124,335,944	12,943.57	24.80%	409	23:1

Source: PA Cyber Charter School records.

Notes:
(1) Includes all funds. (GAAP Basis)

(2) Beginning with fiscal year 2018, the School implemented GASB 75 and in fiscal 2022 GASB 87, and GASB 96 in fiscal 2023 which impacted Governmental Activities Expenses.

Schedule XII

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Enrollment by County
Last Ten Fiscal Years

	2024		2023		2022		2021		2020	
County	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment
Adams	85	0.58%	98	0.69%	93	0.64%	106	0.75%	105	0.77%
Allegheny	1,721	11.83%	1,702	11.96%	1,707	11.81%	1,652	11.76%	1,611	11.75%
Armstrong	139	0.96%	144	1.01%	122	0.84%	163	1.16%	119	0.87%
Beaver	535	3.68%	581	4.08%	567	3.92%	640	4.56%	541	3.95%
Bedford	30	0.21%	37	0.26%	34	0.24%	32	0.23%	25	0.18%
Berks	276	1.90%	256	1.80%	256	1.77%	239	1.70%	226	1.65%
Blair	149	1.02%	131	0.92%	130	0.90%	140	1.00%	123	0.90%
Bradford	57	0.39%	59	0.41%	67	0.46%	39	0.28%	52	0.38%
Bucks	204	1.40%	234	1.64%	222	1.54%	196	1.40%	210	1.53%
Butler	312	2.15%	348	2.45%	391	2.71%	511	3.64%	472	3.44%
Cambria	174	1.20%	152	1.07%	164	1.14%	151	1.07%	114	0.83%
Cameron	3	0.02%	3	0.02%	3	0.02%	4	0.03%	3	0.02%
Carbon	58	0.40%	64	0.45%	67	0.46%	71	0.51%	61	0.45%
Centre	116	0.80%	112	0.79%	104	0.72%	102	0.73%	112	0.82%
Chester	89	0.61%	70	0.49%	108	0.75%	90	0.64%	56	0.41%
Clarion	81	0.56%	96	0.67%	91	0.63%	88	0.63%	84	0.61%
Clearfield	88	0.61%	100	0.70%	100	0.69%	123	0.88%	111	0.81%
Clinton	70	0.48%	58	0.41%	68	0.47%	58	0.41%	61	0.45%
Columbia	46	0.32%	43	0.30%	58	0.40%	56	0.40%	65	0.47%
Crawford	203	1.40%	207	1.45%	232	1.61%	242	1.72%	251	1.83%
Cumberland	166	1.14%	185	1.30%	197	1.36%	259	1.84%	236	1.72%
Dauphin	354	2.43%	392	2.75%	441	3.05%	495	3.52%	489	3.57%
Delaware	451	3.10%	421	2.96%	385	2.66%	358	2.55%	395	2.88%
Elk	19	0.13%	21	0.15%	37	0.26%	12	0.09%	23	0.17%
Erie	957	6.58%	933	6.56%	853	5.90%	792	5.64%	781	5.70%
Fayette	473	3.25%	430	3.02%	447	3.09%	461	3.28%	429	3.13%
Forest	12	0.08%	11	0.08%	6	0.04%	5	0.04%	4	0.03%
Franklin	102	0.70%	105	0.74%	100	0.69%	124	0.88%	109	0.80%
Fulton	2	0.01%	4	0.03%	6	0.04%	8	0.06%	10	0.07%
Greene	84	0.58%	80	0.56%	77	0.53%	88	0.63%	101	0.74%
Subtotal	**7,056**	**48.52%**	**7,077**	**49.73%**	**7,133**	**49.37%**	**7,305**	**52.00%**	**6,979**	**50.92%**

(continued)

Schedule XII

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Enrollment by County
Last Ten Fiscal Years

(continued)

	2024		2023		2022		2021		2020	
County	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**
Huntingdon	29	0.20%	23	0.16%	31	0.21%	35	0.25%	39	0.28%
Indiana	121	0.83%	142	1.00%	124	0.86%	142	1.01%	144	1.05%
Jefferson	65	0.45%	68	0.48%	79	0.55%	97	0.69%	66	0.48%
Juniata	13	0.09%	9	0.06%	11	0.08%	13	0.09%	16	0.12%
Lackawanna	113	0.78%	97	0.68%	93	0.64%	92	0.65%	73	0.53%
Lancaster	341	2.34%	326	2.29%	323	2.24%	367	2.61%	390	2.85%
Lawrence	266	1.83%	222	1.56%	226	1.56%	204	1.45%	190	1.39%
Lebanon	126	0.87%	124	0.87%	131	0.91%	143	1.02%	145	1.06%
Lehigh	294	2.02%	312	2.19%	300	2.08%	325	2.31%	358	2.61%
Luzerne	557	3.83%	505	3.55%	489	3.38%	474	3.37%	416	3.04%
Lycoming	159	1.09%	177	1.24%	164	1.14%	161	1.15%	139	1.01%
McKean	48	0.33%	27	0.19%	35	0.24%	37	0.26%	33	0.24%
Mercer	181	1.24%	173	1.22%	188	1.30%	153	1.09%	185	1.35%
Mifflin	26	0.18%	25	0.18%	24	0.17%	37	0.26%	20	0.15%
Monroe	190	1.31%	179	1.26%	204	1.41%	221	1.57%	208	1.52%
Montgomery	253	1.74%	232	1.63%	203	1.40%	194	1.38%	191	1.39%
Montour	3	0.02%	5	0.04%	8	0.06%	11	0.08%	10	0.07%
Northampton	295	2.03%	286	2.01%	328	2.27%	315	2.24%	330	2.41%
Northumberland	125	0.86%	129	0.91%	151	1.05%	128	0.91%	152	1.11%
Perry	43	0.30%	55	0.39%	67	0.46%	73	0.52%	78	0.57%
Philadelphia	1,521	10.46%	1,410	9.91%	1,386	9.59%	859	6.11%	871	6.36%
Pike	31	0.21%	39	0.27%	47	0.33%	43	0.31%	37	0.27%
Potter	12	0.08%	6	0.04%	3	0.02%	3	0.02%	4	0.03%
Schuylkill	120	0.83%	128	0.90%	154	1.07%	122	0.87%	105	0.77%
Snyder	31	0.21%	39	0.27%	47	0.33%	57	0.41%	60	0.44%
Somerset	111	0.76%	116	0.82%	108	0.75%	117	0.83%	125	0.91%
Sullivan	13	0.09%	13	0.09%	11	0.08%	8	0.06%	11	0.08%
Susquehanna	43	0.30%	46	0.32%	37	0.26%	38	0.27%	37	0.27%
Tioga	33	0.23%	33	0.23%	40	0.28%	42	0.30%	31	0.23%
Subtotal	**5,163**	**35.50%**	**4,946**	**34.76%**	**5,012**	**34.69%**	**4,511**	**32.11%**	**4,464**	**32.57%**

(continued)

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Enrollment by County
Last Ten Fiscal Years

(continued)

	2024		2023		2022		2021		2020	
County	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment
Union	17	0.12%	33	0.23%	34	0.24%	38	0.27%	25	0.18%
Venango	136	0.94%	113	0.79%	121	0.84%	131	0.93%	120	0.88%
Warren	99	0.68%	83	0.58%	83	0.57%	75	0.53%	70	0.51%
Washington	508	3.49%	521	3.66%	523	3.62%	480	3.42%	466	3.40%
Wayne	19	0.13%	24	0.17%	26	0.18%	19	0.14%	20	0.15%
Westmoreland	1,027	7.06%	914	6.42%	953	6.60%	919	6.54%	971	7.09%
Wyoming	17	0.12%	29	0.20%	40	0.28%	28	0.20%	19	0.14%
York	501	3.44%	491	3.45%	524	3.63%	543	3.87%	571	4.17%
Total	**14,543**	**100.00%**	**14,231**	**100.00%**	**14,449**	**100.00%**	**14,049**	**100.00%**	**13,705**	**100.00%**

(continued)

Source: PA Cyber Charter School records.

Notes:
(1) Total Student enrollment, not FTEs.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Enrollment by County
Last Ten Fiscal Years

(continued)

	2019		2018		2017		2016		2015	
County	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment
Adams	115	0.78%	123	0.84%	122	0.85%	114	0.83%	115	0.85%
Allegheny	1,691	11.49%	1,892	12.89%	1,910	13.29%	1,786	12.97%	1,747	12.93%
Armstrong	110	0.75%	105	0.72%	106	0.74%	94	0.68%	103	0.76%
Beaver	613	4.17%	597	4.07%	565	3.93%	544	3.95%	548	4.06%
Bedford	38	0.26%	27	0.18%	35	0.24%	40	0.29%	46	0.34%
Berks	279	1.90%	278	1.89%	287	2.00%	256	1.86%	218	1.61%
Blair	130	0.88%	143	0.97%	129	0.90%	121	0.88%	145	1.07%
Bradford	56	0.38%	56	0.38%	64	0.45%	64	0.46%	74	0.55%
Bucks	260	1.77%	260	1.77%	252	1.75%	216	1.57%	209	1.55%
Butler	482	3.28%	453	3.09%	453	3.15%	451	3.28%	445	3.29%
Cambria	146	0.99%	143	0.97%	117	0.81%	146	1.06%	117	0.87%
Cameron	5	0.03%	8	0.05%	12	0.08%	10	0.07%	3	0.02%
Carbon	67	0.46%	61	0.42%	60	0.42%	45	0.33%	55	0.41%
Centre	120	0.82%	106	0.72%	91	0.63%	113	0.82%	126	0.93%
Chester	73	0.50%	83	0.57%	101	0.70%	118	0.86%	136	1.01%
Clarion	105	0.71%	100	0.68%	90	0.63%	93	0.68%	102	0.76%
Clearfield	107	0.73%	100	0.68%	91	0.63%	121	0.88%	142	1.05%
Clinton	63	0.43%	54	0.37%	40	0.28%	71	0.52%	68	0.50%
Columbia	63	0.43%	62	0.42%	56	0.39%	52	0.38%	80	0.59%
Crawford	271	1.84%	294	2.00%	299	2.08%	292	2.12%	284	2.10%
Cumberland	244	1.66%	291	1.98%	295	2.05%	282	2.05%	287	2.12%
Dauphin	524	3.56%	476	3.24%	474	3.30%	459	3.33%	438	3.24%
Delaware	452	3.07%	422	2.88%	412	2.87%	382	2.77%	369	2.73%
Elk	8	0.05%	6	0.04%	9	0.06%	12	0.09%	20	0.15%
Erie	869	5.91%	919	6.26%	838	5.83%	790	5.74%	699	5.18%
Fayette	447	3.04%	444	3.03%	448	3.12%	424	3.08%	396	2.93%
Forest	9	0.06%	5	0.03%	5	0.03%	5	0.04%	3	0.02%
Franklin	133	0.90%	146	0.99%	132	0.92%	110	0.80%	104	0.77%
Fulton	16	0.11%	13	0.09%	10	0.07%	9	0.07%	15	0.11%
Greene	101	0.69%	86	0.59%	74	0.51%	52	0.38%	52	0.38%
Subtotal	**7,597**	**51.62%**	**7,753**	**52.83%**	**7,577**	**52.71%**	**7,272**	**52.82%**	**7,146**	**52.91%**

(continued)

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Enrollment by County
Last Ten Fiscal Years

(continued)

	2019		2018		2017		2016		2015	
County	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment	Enrollment	Percent of Enrollment
Huntingdon	39	0.27%	43	0.29%	52	0.36%	30	0.22%	18	0.13%
Indiana	135	0.92%	141	0.96%	152	1.06%	153	1.11%	132	0.98%
Jefferson	88	0.60%	76	0.52%	79	0.55%	63	0.46%	32	0.24%
Juniata	30	0.20%	29	0.20%	18	0.13%	12	0.09%	14	0.10%
Lackawanna	72	0.49%	67	0.46%	71	0.49%	86	0.62%	93	0.69%
Lancaster	383	2.60%	382	2.60%	443	3.08%	430	3.12%	454	3.36%
Lawrence	185	1.26%	171	1.17%	174	1.21%	175	1.27%	177	1.31%
Lebanon	163	1.11%	124	0.85%	120	0.83%	129	0.94%	152	1.13%
Lehigh	374	2.54%	353	2.41%	337	2.34%	309	2.24%	312	2.31%
Luzerne	354	2.41%	299	2.04%	282	1.96%	199	1.45%	225	1.67%
Lycoming	185	1.26%	205	1.40%	196	1.36%	153	1.11%	146	1.08%
McKean	35	0.24%	30	0.20%	16	0.11%	25	0.18%	32	0.24%
Mercer	188	1.28%	183	1.25%	172	1.20%	180	1.31%	171	1.27%
Mifflin	34	0.23%	27	0.18%	33	0.23%	21	0.15%	17	0.13%
Monroe	233	1.58%	248	1.69%	266	1.85%	248	1.80%	284	2.10%
Montgomery	200	1.36%	236	1.61%	206	1.43%	207	1.50%	222	1.64%
Montour	14	0.10%	15	0.10%	10	0.07%	4	0.03%	8	0.06%
Northampton	359	2.44%	323	2.20%	287	2.00%	289	2.10%	272	2.01%
Northumberland	155	1.05%	153	1.04%	167	1.16%	124	0.90%	156	1.15%
Perry	104	0.71%	93	0.63%	118	0.82%	102	0.74%	118	0.87%
Philadelphia	876	5.95%	826	5.63%	774	5.38%	699	5.08%	551	4.08%
Pike	46	0.31%	43	0.29%	39	0.27%	44	0.32%	50	0.37%
Potter	5	0.03%	9	0.06%	11	0.08%	8	0.06%	10	0.07%
Schuylkill	121	0.82%	106	0.72%	89	0.62%	91	0.66%	97	0.72%
Snyder	55	0.37%	57	0.39%	47	0.33%	44	0.32%	45	0.33%
Somerset	129	0.88%	144	0.98%	181	1.26%	160	1.16%	185	1.37%
Sullivan	9	0.06%	13	0.09%	10	0.07%	11	0.08%	17	0.13%
Susquehanna	57	0.39%	45	0.31%	56	0.39%	64	0.46%	84	0.62%
Tioga	28	0.19%	26	0.18%	32	0.22%	45	0.33%	55	0.41%
Subtotal	**4,656**	**31.64%**	**4,467**	**30.44%**	**4,438**	**30.87%**	**4,105**	**29.82%**	**4,129**	**30.57%**

(continued)

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Enrollment by County
Last Ten Fiscal Years

(continued)

	2019		2018		2017		2016		2015	
County	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**	**Enrollment**	**Percent of Enrollment**
Union	28	0.19%	38	0.26%	53	0.37%	46	0.33%	58	0.43%
Venango	137	0.93%	126	0.86%	141	0.98%	121	0.88%	131	0.97%
Warren	66	0.45%	55	0.37%	55	0.38%	67	0.49%	47	0.35%
Washington	492	3.34%	521	3.55%	487	3.39%	541	3.93%	474	3.51%
Wayne	27	0.18%	20	0.14%	24	0.17%	27	0.20%	28	0.21%
Westmoreland	1,014	6.89%	997	6.79%	933	6.49%	972	7.06%	898	6.65%
Wyoming	29	0.20%	23	0.16%	30	0.21%	28	0.20%	28	0.21%
York	670	4.55%	674	4.59%	637	4.43%	588	4.27%	568	4.21%
Total	**14,716**	**100.00%**	**14,674**	**100.00%**	**14,375**	**100.00%**	**13,767**	**100.00%**	**13,507**	**100.00%**

Source: PA Cyber Charter School records.

Notes: Total Student enrollment, not FTEs.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
School Building Information
June 30, 2024

Property Name	Purchase Date	Building Square Footage	Enrollment
652 Midland Avenue Building	03/10/2008	30,500	N/A
900 Midland Avenue Building	04/18/2005	12,400	N/A
617 Midland Avenue Building	08/08/2005	16,500	N/A
735 Midland Avenue Building	06/01/2010	27,860	N/A
1200 Midland Avenue Building	06/16/2010	33,200	N/A
520 Railroad Avenue Building	06/30/2011	3,000	N/A

Source: PA Cyber Charter School records.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Insurance in Force
June 30, 2024

General Liability Coverage	**American Family Home Insurance Company**
Policy Number	**7NA6CP0002002-00**
Policy Period	**06/30/24-06/30/25**
General Aggregate	$3,000,000
Products/Completed Operations	$3,000,000
Personal & Advertising Injury	$1,000,000
Each Occurrence	$1,000,000
Fire Damage Liability	$1,000,000
Medical Payments	$10,000
Employee Benefits Liability:	
-Each Employee	$1,000,000
-Aggregate	$2,000,000
-Deductible	$1,000
-Retroactive Date	2/20/2015
Sexual Misconduct & Molestation:	
-Occurrence	$1,000,000
-Aggregate	$3,000,000

Commercial Auto Liability:	**American Family Home Insurance Company**
Policy Number	**7NA5CA0001097-02**
Policy Period	**06/30/24-06/30/25**
Auto Liability	$1,000,000
Uninsured Motorists	$1,000,000
Underinsured Motorists	$1,000,000
Personal Injury Protection	
-Comprehensive Deductible	$500
-Collision Deductible	$500
Electronic Equipment Coverage	Included

Educators Legal Liability	**ASCOT Specialty Insurance Company**
(Includes Directors & Officers and Employment Practices Liability)	
Policy Number	**MLNP2410001016-03**
Policy Period	**06/30/24-06/30/25**
-Occurrence	$1,000,000/Separate Limit
-Aggregate	$2,000,000
Directors & Officers Deductible	$50,000
Employment Practices Liability Deductible	$100,000
School Leaders Deductible	$50,000

(continued)

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Insurance in Force
June 30, 2024

(continued)

Property Coverage	**American Family Home Insurance Company**
Policy Number	**7NA6CP0002002-00**
Policy Period	**06/30/24-06/30/25**
Blanket Building & Personal Property	$37,294,116
-Coinsurance	No Penalty
-Cause of Loss	Special
-Valuation	$5,000
-Deductible	$5,000
Business Income Limit and Extra Expense	$2,509,680 (included in Above Limit)
Equipment Breakdown	Included
Fine Arts	$100,000
Computer Equipment	Included
-Laptop/Portable Computers	Included
-While in Transit	$100,000
Computer Equipment Disturbance	$0
Back-up of Sewers or Drains	Included
Off Premises Power Interruption	$0
Accounts Receivable	$250,000
Valuable Papers & Records	$250,000
Unnamed Premises	$100,000
Personal Effects & Property of Others	Included in Blanket Limit

Inland Marine Coverage:	**American Family Home Insurance Company**
Computer Hardware-Mobile and Stationary	
Computer Software	
Extra Expense	Included in Property Limits
In Transit Coverage	
Unnamed Location	
-Deductible	$5,000

Crime Coverage	**Hiscox Insurance Company, Inc.**
Policy Number	**UC2142344024**
Policy Period	**06/30/24-06/30/25**
Employee Theft	$1,000,000
Premises	$1,000,000
In Transit	$1,000,000
Forgery	$1,000,000
Computer Fraud	$1,000,000
Fund Transfer Fraud	$1,000,000
Cyber Deception	$100,000
Money Order and Counterfeit Currency Fraud	$1,000,000
Credit Card Fraud	$250,000
Client Coverage	$1,000,000
Expense Coverage	$50,000
Deductible	$10,000

(continued)

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Insurance in Force
June 30, 2024

(continued)

Privacy & Information Security (Cyber Liability)	**Corvus Insurance**
Policy Number	**CYB10801235100**
Policy Period	**06/30/24-06/30/25**
Breach Response - Notified Individuals	
(In Addition to Aggregate)	$2,000,000
Breach Response - Legal Forensic & Public Relations	
(In Addition to Aggregate)	$2,000,000
First Party Loss - Business Interruption Loss -	
Security Breach	$2,000,000
System Failure	$2,000,000
First Party Loss - Dependent Business Loss -	
Security Breach	$2,000,000
System Failure	$2,000,000
First Party Loss - Cyber Extortion Loss	$2,000,000
First Party Loss - Data Recovery Loss	$2,000,000
Liability - Data & Network Liability	$2,000,000
Liability - Regulatory Defense & Penalties	$2,000,000
Liability - Payments Cards Liabilities & Costs	$2,000,000
Policy Aggregate Limit of Liability	
-Retention Legal, Forensic & Public Relations/Crisis Mgmt.	$50,000
-Retention Cyber Extortion Loss	$50,000

Workers Compensation Coverage	**Security National Insurance Company, Inc.**
Policy Number	**SWC1502124**
Policy Period	**06/30/24-06/30/25**
Employer's Liability Limits	
	$1,000,000
	$1,000,000
	$1,000,000
Classification:	
School: Professional Employees	On file with Company
2024 States	PA and All Other States other than FL
Payroll	$59,377,653

Workers Compensation Coverage	**Technology Insurance Company, Inc.**
Policy Number	**TWC4457544**
Policy Period	**06/30/24-06/30/25**
Employer's Liability Limits	$100,000
	$500,000
	$100,000
Classification:	
School: Professional Employees	On file with Company
2024 States	FL
Payroll	$426,775

(continued)

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Insurance in Force
June 30, 2024

(continued)

Umbrella/Excess Coverage	**United Educators Insurance Company**
Policy Number	**Y72-25U**
Policy Period	**06/30/24-06/30/25**
Limits of Liability - Each Occurrence	$10,000,000
Limits of Liability - Aggregate	$10,000,000
Product, Completed Operations, and Employee Occupational Disease Aggregate Limit	$10,000,000
Occupational Disease Aggregate Limit Athletic Traumatic Brain Injury Annual Aggregate	$10,000,000
Self Insured Retention	$0
General Liability	Included
Employee Benefits	Sublimit $1,000,000
Sexual Abuse & Molestation	Annual Aggregate $10,000,000
Educators Legal Liability	Included
Directors & Officers Liability	Included
Uninsured/Underinsured Motorist	Excluded
Auto Liability	Included
Employer's Liability	Included

Pollution Liability Coverage	**Lloyds Syndicates**
Policy Number	**D37886240101**
Policy Period	**06/30/24-06/30/25**
Each Pollution Condition	$1,000,000
Policy Aggregate	$2,000,000
New Pollution Conditions - (BI/PD and Cleanup)	Yes
New Pollution Conditions - 1st Party Discovery	Yes
Existing Pollution Conditions - 1st Party Discovery	Yes
Transportation	Yes
Non-Owned Locations	Yes
Business Interruption	Yes

Business Travel Accident	**Chubb**
Policy Number	**9907-58-43**
Policy Period	**06/30/24-06/30/25**
24 Hour Business Travel - (Employees)	
Business Travel Family - (Spouse/Domestic Partner of Insured Person)	$1,000,000
Business Travel Family - (Dependent Children of Primary Insured Person)	

SINGLE AUDIT REPORTS SECTION

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
Fiscal Year Ended June 30, 2024

Federal Grantor/Project Title	Source Code	Federal CFDA Number		Pass Through Grantor's Number	Grant Period From-To	Program or Award Amount	Total Received (Paid) for Year	Accrued (Deferred) Revenue July 1, 2023	Revenue Recognized	Expenditures		Accrued (Deferred) Revenue June 30, 2024
U.S. Department of Education												
Passed through the Pennsylvania Department of Education:												
Title I, Part A - Improving Basic Programs	I	84.010		013-23-0996	07/01/22 - 09/30/23	$ 3,445,503	$ 229,626	$ 229,626	$ -	$ -		$ -
Title I, Part A - Improving Basic Programs	I	84.010		013-24-0996	07/01/23 - 09/30/24	4,062,814	3,933,465	-	4,334,450	4,334,450	*	400,985
Title I School Improvement Formula Set Aside	I	84.010		042-23-0996	06/28/23 - 09/30/24	439,266	407,890	-	439,266	439,266	*	31,376
Total CFDA Number 84.010							4,570,981	229,626	4,773,716	4,773,716		432,361
Title II, Part A - Supporting Effective Instruction	I	84.367		020-23-0996	07/01/22 - 09/30/23	350,643	(5,466)	(5,466)	-	-		-
Title II, Part A - Supporting Effective Instruction	I	84.367		020-24-0996	07/01/23 - 09/30/24	372,879	69,967	-	101,243	101,243		31,276
Total CFDA Number 84.367							64,501	(5,466)	101,243	101,243		31,276
Title IV, Part A - Student Support and Academic Enrichment	I	84.424		144-23-0996	07/01/22 - 09/30/23	274,069	12,988	12,988	-	-		-
Title IV, Part A - Student Support and Academic Enrichment	I	84.424		144-24-0996	07/01/23 - 09/30/24	269,734	269,734	-	269,734	269,734		-
Total CFDA Number 84.424							282,722	12,988	269,734	269,734		-
Passed through the Beaver Valley Intermediate Unit:												
IDEA	I	84.027	**	27	07/01/22 - 06/30/23	2,063,462	2,063,462	2,063,462	-	-		-
IDEA	I	84.027	**	27	07/01/23 - 06/30/24	2,106,448	-	-	2,106,448	2,106,448		2,106,448
Total CFDA Number 84.027							2,063,462	2,063,462	2,106,448	2,106,448		2,106,448
IDEA 619 B Pass Through	I	84.173	**	27	07/01/22 - 06/30/23	5,698	5,698	5,698	-	-		-
IDEA 619 B Pass Through	I	84.173	**	27	07/01/23 - 06/30/24	3,312	3,312	-	3,312	3,312		-
Total CFDA Number 84.173							9,010	5,698	3,312	3,312		-
			**	**Total Special Education Cluster (IDEA) 84.027 and 84.173**						$ 2,109,760		
U.S. Department of Health and Human Services												
Passed through the Pennsylvania Department of Human Services:												
Medical Assistance Reimbursement for Administrative Claiming - (Medicaid Cluster)	I	93.778		044-00-7657	07/01/23 - 06/30/24	3,763	3,763	-	3,763	3,763		-
Total Federal Assistance							$ 6,994,439	$ 2,306,308	$ 7,258,216	$ 7,258,216		$ 2,570,085

Source Codes:
I=Indirect Funding; F=Federal Share; S=State Share

Footnotes:
* Major Program selected for testing

See independent auditor's report and accompanying notes to the schedule of expenditures of federal awards.

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Notes to the Schedule of Expenditures of Federal Awards
Fiscal Year Ended June 30, 2024

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

The accompanying Schedule of Expenditures of Federal Awards (Schedule) includes the federal grant activity of Pennsylvania Cyber Charter School (School) and is presented on the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR), Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in fund balance or cash flows of the School. The Schedule of Expenditures of Federal Awards is based upon information provided by the various funding sources to the School and other information available at the time this Schedule was prepared.

NOTE 2 – RECONCILIATION OF FEDERAL AWARDS

Federal Awards revenue per Schedule of Expenditures of Federal Awards	$	7,258,216
Pass-through Awards Recorded in Local Revenue		(2,109,760)
Per Financial Statements - Federal Revenue	$	5,148,456

NOTE 3 – INDIRECT COST RATE

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

NOTE 4 – TRANSFERABILITY

As allowed by federal regulations, the School elected to transfer program funds. The School expended $271,636 from its Title II, Part A – Supporting Effective Instruction (84.367) on allowable activities of the Title I, Part A - Improving Basic Programs (84.010). This amount is reflected in the total received for the year, revenues and expenditures of Title I, Part A - Improving Basic Programs (84.010).

DELUZIO & COMPANY, LLP

Lisa M. Altschaffl, CPA
Jeffrey P. Anzovino, CPA, MSA
Cole F. Beehner, CPA
Joseph E. Petrillo, CPA
Stacey A. Sanders, CPA, CSEP
Daniel W. Wilkins, CPA

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To the Board of Trustees
Pennsylvania Cyber Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School as of and for the fiscal year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements, and have issued our report thereon dated November 8, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Pennsylvania Cyber Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of Pennsylvania Cyber Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

(continued)

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DELUZIO
& COMPANY, LLP

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

(continued)

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Pennsylvania Cyber Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pennsylvania Cyber Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Deluzio & Company, LLP

Greensburg, Pennsylvania
November 8, 2024

DELUZIO & COMPANY, LLP

Lisa M. Altschaffl, CPA
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Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance in Accordance with the Uniform Guidance

Independent Auditor's Report

To the Board of Trustees
Pennsylvania Cyber Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Pennsylvania Cyber Charter School's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Pennsylvania Cyber Charter School's major federal programs for the fiscal year ended June 30, 2024. Pennsylvania Cyber Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Pennsylvania Cyber Charter School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Pennsylvania Cyber Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Pennsylvania Cyber Charter School's compliance with the compliance requirements referred to above.

(continued)

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Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance in Accordance with the Uniform Guidance

Independent Auditor's Report

(continued)

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Pennsylvania Cyber Charter School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Pennsylvania Cyber Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Pennsylvania Cyber Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Pennsylvania Cyber Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Pennsylvania Cyber Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

(continued)

DELUZIO
& COMPANY, LLP

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance in Accordance with the Uniform Guidance

Independent Auditor's Report

(continued)

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Deluzio & Company, LLP

Greensburg, Pennsylvania
November 8, 2024

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Findings and Questioned Costs
Fiscal Year Ended June 30, 2024

Section I – Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified?	__ Yes X No
Significant deficiencies identified not considered to be material weaknesses?`	__ Yes X None reported
Noncompliance material to financial statements noted?	__ Yes X No

Federal Awards

Internal control over major programs:	
Material weaknesses identified?	__ Yes X No
Significant deficiencies identified not considered to be material weaknesses?	__ Yes X None reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	__ Yes X No

Identification of major programs:

Name of Federal Program or Cluster	CFDA Numbers
Title I	84.010

Dollar threshold used to distinguish between Type A and Type B programs:	$750,000
Auditee qualified as low-risk auditee?	X Yes __ No

Section II – Financial Statement Findings

This section identifies the significant deficiencies, material weaknesses and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*.

None

(continued)

(continued)

Section III – Federal Award Findings and Questioned Costs

This section identifies the audit findings to be reported in 2 CFR 200 Section 516(a) of the Uniform Guidance (e.g., report significant deficiencies, material weaknesses and instances of noncompliance, including questioned costs), as well as any abuse findings involving federal awards that are material to a major program.

None

THE PENNSYLVANIA CYBER CHARTER SCHOOL
Schedule of Prior Audit Findings
Fiscal Year Ended June 30, 2024

Prior Year Findings

This section identifies the audit findings to be reported in the prior year by 2 CFR 200 Section 516(a) of the Uniform Guidance (e.g., report significant deficiencies, material weaknesses and instances of noncompliance, including questioned costs), as well as any abuse findings involving federal awards that are material to a major program.

None

pennsylvania
DEPARTMENT OF EDUCATION

Monday, April 28, 2025

Cheryl Roknich
Federal Program's Supervisor
652 Midland Avenue
Midland, PA 15059

Dear Cheryl Roknich,

I sincerely appreciate you and your staff's participation in the Federal Programs Consolidated Review for the 2024-25 school year.

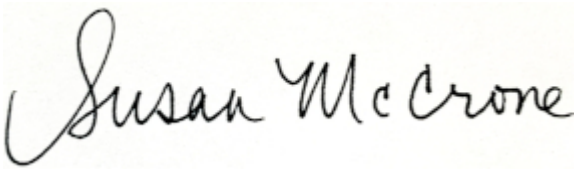
Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Pennsylvania Cyber CS compliance.

At this time, all documents uploaded to FedMonitor have been reviewed and **no further action is required.** The 2024-25 Consolidated Monitoring is now closed.

You may print off a copy of your completed Monitoring Instrument in FedMonitor by selecting the "Locked" link next to your LEA's assessment. If you have any questions, please feel free to contact your regional coordinator or email ra-edessamonitoring@pa.gov.

Thank you for your continued commitment to federal programs and the students you serve.

Sincerely,



Susan McCrone
Chief
Division of Federal Programs

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

Pennsylvania Cyber CS
652 Midland Avenue
Midland, PA 15059

LEA Level Monitoring

	Name	Check if Interviewed
Superintendent:	Brian Hayden	☐
Business Manager:	Matthew Schulte	☐
Federal Program Coordinator:	Cheryl Roknich	☐
Other:		☐

Program(s) Reviewed:

- ☑ Title IA: Program
- ☐ Ed-Flex Waiver: Review
- ☑ Title IIA: Program
- ☐ Title IIIA: Program
- ☑ Title IVA: Program
- ☐ Title VI-B REAP
- ☐ Title VIIIA
- ☑ School Level

Program Reviewer(s): Dina Cassidy

Program Review Date: 04/26/2025

Title IA: Program

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers working in a program supported with Title IA funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☑	☐ list of staff on emergency permits	**District Comments** 1/15/2025 1:34:24 PM Federal Programs Supervisor Cheryl Roknich We are a Charter School **Monitor Comments** 4/26/2025 2:24:09 PM State Monitor Dina Cassidy N/A. LEA is a charter school.
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title IA funds must ensure that at least 75% of their professional staff have the appropriate state certification.	☑	☐	☐	☑ Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	**Monitor Comments** 4/26/2025 2:26:59 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					Listofstaffcertificationsformonitoring.xlsx PDE414formformonitoring.xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
2. For all LEAs - All instructional staff paid with federal funds must be appropriately state certified.	☑	☐	☐	☑ list of staff, their teaching assignment, and certifications of all staff being paid with federal funds broken out by building assignment		**Monitor Comments** 4/26/2025 2:27:49 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						Staffbeingpaidwithfederalfundsformonitoring.xlsx

Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.	☑	☐	☐	☑ **Updated** Equity Plan, with dated agenda and corresponding sign-in sheet. For an Equity Plan sample please visit: DFP - ESSA Monitoring Resources/Templates/Samples		**Monitor Comments** 4/26/2025 2:28:32 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						20242025EquityPlanformonitoring.pdf

Component III: Foster Care

The LEA must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☑	☐ Written transportation procedures with signatures DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 1/15/2025 2:01:24 PM Federal Programs Supervisor Cheryl Roknich We are a Cyber Charter School. We do not provide transportation. **Monitor Comments** 4/26/2025 2:29:02 PM State Monitor Dina Cassidy N/A. No transportation needed.

Component IV: Head Start Coordination Requirements

Each LEA receiving Title IA funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually. **In order to meet requirements** of ESEA, as amended by ESSA, it's required that LEAs receiving Title IA funds include the following in their MOU: • Establish channels of communication between school staff and Head Start staff; • Receive and transfer childrens records, enrollment, parent communication; • Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers; • Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and • Link LEA educational services with Head Start agency services.	☐	☐	☑	☐ MOU, with signatures, uploaded to eGrants. **MOU must be dated to demonstrate it was reviewed this year.** DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 1/15/2025 2:04:55 PM Federal Programs Supervisor Cheryl Roknich Cyber Charter Schools are exempt **Monitor Comments** 4/26/2025 2:29:55 PM State Monitor Dina Cassidy N/A. LEA is exempt.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Is the LEA operating a district wide preschool program with set-aside funds? If yes, evidence of criteria is in place for eligibility selection. If no, check N/A. ***Note:** Districtwide - An LEA may not use Title IA funds to implement a district wide preschool program to benefit all preschool students in the LEA unless all the school buildings in the LEA are Title IA schools operating Schoolwide programs.	☐	☐	☑	☐ Selection criteria used to determine eligibility for preschool programming.	

District Comments
1/15/2025 2:05:52 PM Federal Programs Supervisor Cheryl Roknich PA Cyber does not have a preschool program
Monitor Comments
4/26/2025 2:30:10 PM State Monitor Dina Cassidy N/A. No preschool program.

Component V: Transition

Title IA requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ **Formal documentation of a list of transition strategies** for served Title IA buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	**Monitor Comments** 4/26/2025 2:30:58 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					20242025TransitionPlanformonitoring.xlsx

Component VI: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has a written Parent and Family Engagement policy **that includes the required components BELOW and a description of how the components are met at the LEA.** Required Components: • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance • description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs	☑	☐	☐	☑ LEA Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met**. LEA must also upload **dated** parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy. ☐ LEA Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 4/26/2025 2:32:29 PM State Monitor Dina Cassidy Met. Appropriately state certified.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

• description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:
  ○ barriers to greater participation in activities,
  ○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
  ○ strategies to support successful school and family interactions
• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and
• description of involvement of parents in the activities of the Title I schools.					

ParentandFamilyEngagementPolicyrequiredcomponentsformonitoring.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Parents and family members of Title IA students shall be involved in the decisions regarding how funds reserved are allotted for **parent and family engagement activities.** • Please note: This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement.	☑	☐	☐	☑ **Dated** agendas and corresponding sign in sheets demonstrating parents were included in the decision on **how to use the LEA Parent & Family Engagement set aside**.	**Monitor Comments** 4/26/2025 2:32:14 PM State Monitor Dina Cassidy Met. Appropriately state certified.
				ParentandFamilyEngagementsetasideformonitoring.pdf	
3. 3. If the LEA received $500,000 or more in Title IA funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following**: • Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • Supporting programs that reach parents and family members at home, in the community, and at school. • Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.	☑	☐	☐	☑ LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet	**District Comments** 3/31/2025 11:05:16 AM Federal Programs Supervisor Cheryl Roknich The attachment shows we are Supporting programs that reach parents and family members at home, in the community, and at school (bullet #2) **Monitor Comments** 4/26/2025 2:33:19 PM State Monitor Dina Cassidy Met. Appropriately state certified.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. • Engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. ***Please note: These bullets are what your LEA would have selected in the Consolidated Application under Title IA > Narratives: Parent and Family Engagement section > Title IA Parent and Family Engagement Use of Funds section.** ***Please note: This can be marked N/A if the LEA received $500,000 or less in Title IA funds.**					
1of5bulletsinParentandFamilyEngagementpolicyformonitoring.pdf					
4. LEA must conduct an annual evaluation of **the content and effectiveness of the parent and family engagement policy** use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	☑	☐	☐	☑ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation **of the contents of the LEA level policy**. ☐ Survey of parents that assesses the contents of the LEA parent and family engagement policy. **Survey must include questions that address the contents of the parent and family engagement policy**.	**Monitor Comments** 4/26/2025 2:34:11 PM State Monitor Dina Cassidy Met. Appropriately state certified.
EvaluationofLEAlevelparentandfamilyengagementpolicyformonitoring.pdf					

Component IX: Title IA Nonpublic Schools

The LEA provides Title IA services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☑ **If the LEA does not serve Nonpublic Schools with Title IA funds, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services. Please note: Procedures should include step by step instructions of how the nonpublic equitable services are delivered start to finish each school year.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures DFP - ESSA Monitoring Resources/Templates/Samples	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials **including decisions made as to how to provide services, prior to the start of services**.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly **monitors the Title IA services being provided to the nonpublic students** on the provision of Title IA services to nonpublic students, including the amount of funds remaining.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Virtual visit/meeting	
6. COMPLETE THIS ONLY IF: If Multiple LEAs contract with the same vendor to provide services to the same nonpublic(s), **AND ARE REPRESENTED BY ONE LEA**, a signed agreement identifying the process for disseminating program effectiveness exists. Mark N/A if this does not apply to your LEA. *Note: One LEA representative may visit the school on behalf of all LEAs to observe/monitor the Title IA services being provided to the nonpublic students. **Mark N/A if this does not apply to your LEA.**	☐	☐	☐	☐ Signed agreement between LEAs, documentation from visit, **AND** dated copies of outreach attempts, ie., letters, emails, call log, visitation log, or virtual visit/meeting evidence.	
7. LEA is evaluating the Title IA program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Dated copies of letters, emails, AND the Carryover section of eGrants ☐ Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
9. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purpose of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	☐	☐	☐	☐ Inventory equipment log **dated, signed and reviewed** annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313. DFP - ESSA Monitoring Resources/Templates/Samples	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA has third-party contracts (per Uniform Grant Guidance and the District's Procurement Procedures) that include the proportionate share of Title IA funds determined by eGrants. **Please note:** Third party contracts must not be paid in full up front.	☐	☐	☐	☐ Copy of third-party contracts **must** include **ALL** of the following: • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years	
11. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	☐	☐	☐	☐ Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
12. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	☐	☐	☐	☐ Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
13. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	☐	☐	☐	☐ Informal quotes, bids or RFPs	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	☐	☐	☐	☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
15. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is $500,000 and over.	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
16. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	☐	☐	☐	☐ Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	
17. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	☐	☐	☐	☐ Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
18. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. **Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.**	☐	☐	☐	☐ Agendas listing topics discussed/sign in sheets. ☐ Emails including discussion of transferred funds. ☐ Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Ed-Flex Waiver Review

Ed-Flex Waiver

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

☑ **If the LEA does not operate on an Ed-Flex Waiver, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	☐	☐	☐	☐ Section 1 Waiver Application	
2. The LEA has evidence of how it will continue to aid the same populations served by program for which waivers were requested.	☐	☐	☐	☐ Section 3 Waiver Application	
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	☐	☐	☐	☐ Section 3 Waiver Application	
4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	☐	☐	☐	☐ Section 3 Waiver Application	
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	☐	☐	☐	☐ Section 5 Waiver Application	
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	☐	☐	☐	☐ Waiver Performance Report	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	☐	☐	☐	☐ Approval Letter from PDE ☐ eGrants Budget and Selection of Schools	

Title IIA: Program

Component I

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☑	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	**District Comments** 3/3/2025 3:04:00 PM Federal Programs Supervisor Cheryl Roknich As a Cyber Charter School, we are one school. **Monitor Comments** 4/26/2025 2:35:00 PM State Monitor Dina Cassidy N/A. LEA is one school.

ConsolidatedAppSelectionofSchoolsformonitoring.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	☐	☐	☑	☐ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	**District Comments** 3/3/2025 3:08:00 PM Federal Programs Supervisor Cheryl Roknich As a Cyber Charter school we are one school. **Monitor Comments** 4/26/2025 2:35:23 PM State Monitor Dina Cassidy N/A. LEA is one school.
					ConsolidatedAppSelectionofSchoolsformonitoring.pdf
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff **(prior to submitting the grant).**	☑	☐	☐	☑ Dated agendas and sign-in sheets **that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners)** for meetings that took place **prior** to the writing of the grant.	**Monitor Comments** 4/26/2025 2:36:16 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					StakeholdermeetingspriortowritingtheTitleIIgrantformonitoring.pdf
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement. **This can be marked N/A if all funds are used for CSR.**	☑	☐	☐	☑ Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	**Monitor Comments** 4/26/2025 2:36:52 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					ProofTitleIIactivitiesareevidencebasedformonitoring.xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B).	☑	☐	☐	☑ Documentation of the **LEA's professional development plan** and educator evaluation framework	**Monitor Comments** 4/26/2025 2:37:20 PM State Monitor Dina Cassidy Met. Appropriately state certified.
				Professionaldevelopmentplanandeducatorevalframeworkformonitoring.pdf	
6. LEA utilizes tools that measure effectiveness of PD.	☑	☐	☐	☑ Tools (i.e., surveys, teacher evaluation forms, student achievement data) ☐ Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	**Monitor Comments** 4/26/2025 2:37:47 PM State Monitor Dina Cassidy Met. Appropriately state certified.
				ProfessionalDevelopmentPostEvaluationSurveyResultsformonitoring.xlsx	
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired.	☐	☐	☑	☐ Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	**District Comments** 2/28/2025 1:09:47 PM Federal Programs Supervisor Cheryl Roknich We do not use Title II funds for class size reduction. **Monitor Comments** 4/26/2025 2:38:11 PM State Monitor Dina Cassidy N/A. LEA does not use funds for CSR.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Professional Development**.	☑	☐	☐	☑ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**Monitor Comments** 4/26/2025 2:39:28 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					TitleIIProgramGoal20242025formonitoring.pdf
9. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Class Size Reduction**.	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 2/28/2025 1:10:24 PM Federal Programs Supervisor Cheryl Roknich We do not use Title II funds for class size reduction **Monitor Comments** 4/26/2025 2:39:42 PM State Monitor Dina Cassidy N/A. Funds not used for CSR.

Title IIIA: Program

Component I

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Parental Notification Section 3302	1. The LEA/Consortium provides notifications to parents in an understandable format, and, to the extent practicable, in a language that the parent can understand. Notification **must include** the following: a. basis for identification and placement b. level of proficiency and how it was assessed c. method(s) of instruction used in the Program d. how the program will meet the student's needs e. how the Program will increase English proficiency and support academic achievement f. expected rate of transition out of Program g. exit criteria. h. for ELs with IEPs an explanation of how the Program meets the goals of the IEP i. parents right to opt out of supplemental j. sends the notification to parents within 30 days of the beginning of school year or 2 weeks during the school year.	☐	☐	☑	☐ **Dated** Parent notification letters for placement in ESL Program supported with Title III supplemental funds. DFP - ESSA Monitoring Resources/Templates/Samples	

District Comments
3/4/2025 2:48:26 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
2. Authorized Subgrantee Activities for ESL/ELD Section 3115(d)	1. Authorized Activities: a. Upgrading program objectives and effective instruction strategies. b. Improving the instruction materials, education software, and assessment procedures c. Providing tutorials, academic or vocational education for ELs, and intensified instruction d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services e. Improving the ELP and academic achievement of ELs f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families. g. Improving the instruction of ELs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication h. Other activities	☐	☐	☑	☐ Title IIIA application, written ESL Policy/Program AND List of ELs being served **with student names redacted**.		**District Comments** 3/4/2025 2:48:34 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.
3. Assurance of assessment	1. LEA will annually assess the English proficiency of EL children.	☐	☐	☑	☐ Roster of students **with student names redacted** who completed assessment and roster of students who opted out of assessment.		**District Comments** 3/4/2025 2:48:49 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Authorized Subgrantee Activities for Immigrant Children and Youth (IMM) Section 3115(e) **Please note: If your LEA does not receive IMM funds, this can be marked N/A.**	2. Authorized Activities: • family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children • support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth • provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth • identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds • basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services	☐	☐	☑	☐ Title IIIA application AND List of immigrant children being served **with student names redacted**.	**District Comments** 3/4/2025 2:49:01 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
	• other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education • activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services Note: If do not reserve IMM funds, can be marked N/A.						
5. Stakeholder Engagement	1. The LEA provides evidence of stakeholder engagement in the development of Title IIIA activities i.e., parents, community members, schools staff **(prior to submitting the grant)**.	☐	☐	☑	☐ Dated agendas and sign-in sheets staff **(prior to submitting the grant)** that include all required stakeholders (teachers, principals, other school leaders, researchers, school leaders, parents, administrators, Nonpublic School Officials (if applicable) and community partners)	**District Comments** 3/4/2025 2:49:11 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
6.Professional Development (ESEA Section § 3115 (c) (1)	1. Title IIIA program provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	☐	☐	☑	☐ List of professional development activities, **dated** agendas, and sign in sheets.		**District Comments** 3/4/2025 2:49:22 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.
7. Outreach to Parents of English Language Learners (ELLs) ESEA Section 1112(e)(3)(C); 3302(e)	1. The LEA has an effective means of outreach to parents of ELLs in place to inform them of how they can be involved in their child's education.	☐	☐	☑	☐ Samples of outreach to parents of ELLs such as letters, emails, texts, or web postings ☐ Translations of outreach communications		**District Comments** 3/4/2025 2:49:31 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.
8. Program Goals Title IIIA	1. Title IIIA: Program Goals - Baseline data has been collected, for the current years grant, program goals student achievement	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.		**District Comments** 3/4/2025 2:49:46 PM Federal Programs Supervisor Cheryl Roknich We did not apply for Title IIIa.

Title IVA: Program

Component I:

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

If the LEA received less than $30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers, and local government representatives) in the planning of the Title IVA application and activities staff **(prior to submitting the grant)**.	☑	☐	☐	☑ **Dated** agendas and sign-in sheets, **(prior to submitting the grant), that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience)** for meetings that took place **prior** to submitting the grant.	**Monitor Comments** 4/26/2025 2:41:46 PM State Monitor Dina Cassidy Met. Appropriately state certified.
TitleIVStakeholdermeetingspriortothegrantapplicationformonitoring.pdf					
2. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. **If your LEA transferred all Title IVA funds this requirement can be marked NA.**	☑	☐	☐	☑ **Dated** agendas and sign-in sheets **that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience** for consultation that took place during the implementation of the grant.	**Monitor Comments** 4/26/2025 2:42:36 PM State Monitor Dina Cassidy Met. Appropriately state certified.
TitleIVongoingconsultationformonitoring.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
3. If LEA receives more than $30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	☑	☐	☐	☑ Sections of dated needs assessment that address how the LEA chose to use Title IVA funds.		**Monitor Comments** 4/26/2025 2:43:12 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						TitleIVNeedsAssessmentformonitoring.pdf
4. If the LEA **distributed funds to schools**, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐	☑	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds.		**District Comments** 3/4/2025 2:26:09 PM Federal Programs Supervisor Cheryl Roknich As a cyber charter school, we are one school. **Monitor Comments** 4/26/2025 2:43:29 PM State Monitor Dina Cassidy N/A. LEA is one school.
						Schoolrankingpageshowingweareoneschoolformonitoring.pdf
5. Title IVA Program Goals Well-Rounded Education - Baseline data has been collected for the current year's grant program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☑ Data Reports ☐ Other tool as identified in program goal section in eGrants.		**Monitor Comments** 4/26/2025 2:44:31 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						AdjustmenttoTitleIVWellRoundedGoalformonitoring.pdf BaselineDataforTitleIVWellRoundedgoalformonitoring.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
6. Title IVA Program Goals - Safe & Healthy - Baseline data has been collected for the current year's grant program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☑ Data Reports ☐ Other tool as identified in program goal section in eGrants.		**Monitor Comments** 4/26/2025 2:44:50 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						TitleIVSafeandHealthygoalbaselinedataformonitoring.pdf
7. Title IVA Program Goals - Effective Use of Technology - Baseline data has been collected for the current year's grant program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☑ Data Reports ☐ Other tool as identified in program goal section in eGrants		**Monitor Comments** 4/26/2025 2:45:54 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						TitleIVEffectiveuseoftechnologybaselinedata2024-2025formonitoring.xlsx

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

Division of Federal Program
Consolidated Program Review
2024-2025 School Year
Pennsylvania Cyber CS

Pennsylvania Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Shawn Lanious	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:

Visit Date:

School Level Monitoring

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title IA.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
1. **All instructional paraprofessionals** working in a Title IA program are appropriately certified.	☐	☐	☑	☐ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment		**District Comments** 2/4/2025 10:02:00 AM Federal Programs Supervisor Cheryl Roknich We do not have paraprofessionals. **Monitor Comments** 4/26/2025 2:46:27 PM State Monitor Dina Cassidy N/A. No paras.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date		**Monitor Comments** 4/26/2025 2:46:47 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						20242025RighttoKnowletterformonitoring.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.) LEA must provide example of letter even if it was not utilized.	☑	☐		☑ Copy of Right-to-Know **Four Consecutive Week letter** AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter. DFP - ESSA Monitoring Resources/Templates/Samples	

Monitor Comments
4/26/2025 2:47:00 PM State Monitor Dina Cassidy Met. Appropriately state certified.

20242025Fourweekletterformonitoring.pdf

Component II: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy **that includes the required components below and a description of how the components are met at the school**. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **All the following are Required components**: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	☑	☐	☐	☑ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. School must also upload **dated** parent meeting agendas and corresponding sign-in sheets, as well as method of distribution. ☐ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 4/26/2025 2:48:05 PM State Monitor Dina Cassidy Met. Appropriately state certified. The breakdown per bullet and where to find it in your plan was very helpful.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents the following ◦ Timely information about Title I programs. ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. ◦ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. ○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). - **IF** school is operating a Title IA funded preschool program, **(not from set aside funds)** preschool language must be in its policy. Section 1116(b).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					20242025SchoolParentandFamilyEngagementPolicyformonitoring.pdf
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☑ **Dated** Title I meeting agenda and corresponding sign-in sheets ☐ PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	**Monitor Comments** 4/26/2025 2:48:25 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					20242025AnnualTitleIMeetingformonitoring.pdf
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall • describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and	☑	☐	☐	☑ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact ☐ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact. DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 4/26/2025 2:49:08 PM State Monitor Dina Cassidy Met. Appropriately state certified.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					
					20242025Compactsformonitoring.pdf
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	☑ **Dated** Title I meeting agenda & corresponding sign-in sheets that indicate topics of discussion ☐ PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	**Monitor Comments** 4/26/2025 2:49:28 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					20242025Aidparentsformonitoring.pdf
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	☑	☐	☐	☐ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. ☑ Submit only one example of workshops with copies of dated agendas and sign-in sheets. ☐ Resource given to parents to aid in academic support.	**Monitor Comments** 4/26/2025 2:49:58 PM State Monitor Dina Cassidy Met. Appropriately state certified.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					20242025Trainingtohelpparentsformonitoring.docx
6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	☐ SPAC skits and staff agendas and corresponding sign in sheets ☑ Dated staff meeting agenda and corresponding sign-in sheets utilizing parent survey results (open-ended questions included)	**Monitor Comments** 4/26/2025 2:50:44 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					StaffPDparentsasequalpartnersformonitoring.pdf ParentandFamilyEngagementSurvey2023-2024formonitoring.pdf
7. Title I Schools shall coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs.	☑	☐	☐	☑ Transition Plan ☐ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	**Monitor Comments** 4/26/2025 2:51:13 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					20242025TransitionPlanformonitoring.xlsx
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	☑	☐	☐	☑ All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	**Monitor Comments** 4/26/2025 2:51:24 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					20242025Translateddocumentformonitoring.pdf

Component III: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a schoolwide plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

☐ **If the school does not operate a Schoolwide Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan's status is **"Approved"**.	**Monitor Comments** 4/26/2025 2:52:01 PM State Monitor Dina Cassidy Met. Appropriately state certified.
					20242025ApprovedSWPinFRCPPformonitoring.docx
A. The Title IA Schoolwide plan was submitted in FRCPP and has a status of "In Revision" or "Submitted". Mark NA if Schoolwide plan is in "Approved" status.	☐	☐	☑	☐ Documentation such as an email from FRCPP or a screenshot from the FRCPP dashboard where the plans status is "In Revision", or "Submitted".	**District Comments** 2/13/2025 2:40:36 PM Federal Programs Supervisor Cheryl Roknich The Title IA Schoolwide Plan is Approved **Monitor Comments** 4/26/2025 2:52:15 PM State Monitor Dina Cassidy N/A. Plan is approved.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
B. Is your building operating a Title IA preschool program? If so, check "Met" and provide evidence in the plan. If your building does not operate a Title IA preschool program, check "N/A".	☐	☐	☑	☐ Evidence from Schoolwide plan to demonstrate building is operating Title IA preschool program.	**District Comments** 2/5/2025 3:51:36 PM Federal Programs Supervisor Cheryl Roknich We do not have a Title IA preschool program. **Monitor Comments** 4/26/2025 2:52:35 PM State Monitor Dina Cassidy N/A. No preschool program.
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☑	☐	☐	☐ **For newly identified Schoolwide schools - Agendas and sign-in sheets** demonstrating plan was developed in the year prior to initial implementation. OR ☑ **For existing Schoolwide schools - agendas and sign-in sheets** demonstrating plan was updated within a year of the monitoring visit.	**Monitor Comments** 4/26/2025 2:53:35 PM State Monitor Dina Cassidy Met. Appropriately state certified.
				SchoolImprovementongoingagendasandattendanceformonitoring.docx	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plan's goals. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ **Agendas and sign-in sheets** of meetings AND **copies of data reports**.		**Monitor Comments** 4/26/2025 2:54:18 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						SchoolImprovementquarterlyreportsformonitoring.pdf SchoolImprovementongoingagendasandattendanceformonitoring.docx
4. The Schoolwide Program/Plan has been made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section1114(b)(4)	☑	☐	☐	☑ A link available on school website to the schoolwide plan, and, if applicable, evidence of how the SWP Plans are made available in alternate languages. ☐ Statement in handbook to say that Title IA schoolwide plan is in the office for review And, if applicable, evidence of how the SWP Plans are made available in alternate languages.		**Monitor Comments** 4/26/2025 2:55:15 PM State Monitor Dina Cassidy Met. Appropriately state certified.
						SWPonwebsiteformonitoring.docx Alternatelanguagesavailableformonitoring.pdf

Component IV: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

☑ **If the school does not operate a Targeted Assistance Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Note: If the school does not have an "Approved", "In Revision", or "Submitted" 2024-25 Schoolwide Plan, it must be monitored in the Targeted Assistance section.					
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ Selection criteria and student roster with test scores that includes rank order listing.	
2. If operating a Title IA preschool in a Targeted Assistance building (not from set aside funds), evidence of selection criteria is needed. Please mark N/A if this is not applicable.	☐	☐	☐	☐ Selection criteria and student roster that includes rank order listing.	
3. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	☐	☐	☐	☐ List of programs, activities, and academic courses provided to eligible children	
4. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may includeexpanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, **dated** agenda, corresponding sign-in sheets, and minutes	
6. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	☐	☐	☐	☐ List of professional development activities, **dated** agendas, and corresponding sign in sheets	

Executive Summary
BSE Compliance Monitoring Review
of the
Pennsylvania Cyber CS

PART I
SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of November 9, 2020, the Pennsylvania Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	1	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	1
Graduation Rates (SPP)	1	0
Dropout Rates (SPP)	1	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	1	0
Participation in PSSA and PASA (SPP)	1	0
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Pennsylvania Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	85	1	74
Evaluation/Reevaluation: Process and Content	233	0	547
Individualized Education Program: Process and Content	495	0	305
Procedural Safeguards: Process and Content	105	15	0
TOTALS	**918**	**16**	**926**

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	144	14	81
Program Implementation: Special Ed Teacher Interviews	302	7	151
Program Implementation: Parent Interviews	118	13	65
TOTALS	**564**	**34**	**297**

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II
CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

PA Cyber Procedural Manual for IEP Development

I. Introduction

This manual outlines the procedures for developing, implementing, and reviewing Individualized Education Programs (IEPs) in accordance with federal and Pennsylvania state regulations. It is designed to support special education staff, general educators, administrators, and families of PA Cyber in ensuring that students with disabilities receive appropriate and effective educational services.

II. Legal Framework

IEP development in Pennsylvania is governed by:

- The Individuals with Disabilities Education Act (IDEA)
- Pennsylvania Chapter 14 Regulations
- Section 504 of the Rehabilitation Act
- Pennsylvania Department of Education (PDE) guidelines

III. Identification and Referral

1. **Child Find**: Schools must actively identify and evaluate students who may have disabilities.
2. **Referral Process**:
    - Referrals may be initiated by parents, teachers, or other professionals.
    - Written requests for evaluations must be acknowledged within 10 calendar days.
    - A Permission to Evaluate (PTE) form must be issued.

IV. Evaluation

1. Upon receiving consent (PTE), the school has 60 calendar days to complete the evaluation.
2. The evaluation must be comprehensive, using multiple assessment tools and strategies.
3. A multidisciplinary team (MDT) prepares an Evaluation Report (ER).

V. Eligibility Determination

1. The MDT determines if the student qualifies as having a disability under IDEA.
2. The team considers whether the disability adversely affects educational performance and requires specially designed instruction.

VI. IEP Team Composition

The IEP Team must include:

- Parent(s)/guardian(s)
- Special education teacher
- General education teacher
- Local Education Agency (LEA) representative
- An individual who can interpret evaluation results
- The student (when appropriate)
- Others with knowledge or expertise (as determined by parent or school)

VII. IEP Development Timeline

1. An IEP must be developed within 30 calendar days of the determination of eligibility.
2. The IEP must be implemented as soon as possible after development, but no later than 10 school days.

VIII. IEP Content Requirements

Each IEP must include:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Measurable annual goals
- Description of services and supplementary aids
- Program modifications and supports
- Participation in state and district-wide assessments
- Transition services (beginning at age 14 in PA)
- Date of initiation, frequency, location, and duration of services

IX. IEP Implementation and Monitoring

1. All educators responsible for implementing the IEP must have access to it.
2. Progress toward goals must be monitored and reported to parents as often as general education progress reports.

X. IEP Review and Revision

1. IEPs must be reviewed annually.
2. Revisions may occur at any time based on student need or parent/school request.

XI. Re-Evaluation Procedures

1. Re-evaluations must occur at least every three years (two years for students with intellectual disabilities).
2. Re-evaluations may be waived if parents and LEA agree it is unnecessary.

XII. Procedural Safeguards and Parent Rights

Parents must receive notice of:

- Evaluation procedures
- Eligibility decisions
- Placement changes
- IEP meetings

Parents have the right to:

- Participate in meetings
- Review educational records
- Request independent educational evaluations
- File complaints and request due process hearings

XIII. Recordkeeping and Documentation

- Maintain accurate and timely records of evaluations, IEP meetings, and communications.
- Use PDE-compliant forms and systems.

XIV. Training and Professional Development

- Staff must receive ongoing training in IEP development, implementation, compliance, and best practices.

Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: **Pennsylvania Cyber CS**

Chief Executive Officer: **Mr. Brian Hayden**

Special Education Director/Coordinator: **Mark Iannini**

BSE Special Education Adviser: **Nancy Stanley**

Date of Report: **January 28, 2021**

Date Final Report Sent to LEA: **January 05, 2021**

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: **January 25, 2021**

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. **FSA-ASSISTIVE TECHNOLOGY AND SERVICES** **Standard:** The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. **FSA-HEARING AIDS** **Standard:** Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. **FSA-POSITIVE BEHAVIOR SUPPORT** **Standard:** LEA complies with the positive behavior support policy requirements.			
Y						3. **FSA-CHILD FIND** **Standard:** LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. **FSA-CONFIDENTIALITY** **Standard** The LEA is in compliance with confidentiality requirements.			
		X				5. **FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						8. **FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION** **Standard:** The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. **FSA-INDEPENDENT EDUCATIONAL EVALUATION** **Standard:** The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. **FSA-LEAST RESTRICTIVE ENVIRONMENT** **Standard:** The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. **FSA-EXTENDED SCHOOL YEAR SERVICES**			
Y						13. **FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**			
Y						15. **FSA-PARENT TRAINING** **Standard:** Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2	Always			
					2	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.			
					2	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					2	Don't Know			
					0	Does not Apply			
Y						18. **FSA-SURROGATE PARENTS (STUDENTS REQUIRING)** **Standard:** The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. **FSA-PERSONNEL TRAINING** **Standard:** In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
7	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
7	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
5	1	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
4	3	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	1	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. **FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. **FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION** **Standard:** The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. **TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
Y						17. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. **FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION** **Standard:** LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. **FSA-EDUCATIONAL BENEFIT REVIEW** **Standard:** The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					3	Always			
					0	Sometimes			
					0	Rarely			
					1	Never			
					1	Don't Know			
					0	Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					2	Always			
					2	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					1	Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					2	Always			
					1	Sometimes			
					1	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.			
					3	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					2	Don't Know			
					0	Does not Apply			
7	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
4	0	3				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
6	0	1				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student’s current IEP?			
7	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student’s program?			
7	0	0				GE 78. Are all the supplementary aids and services necessary for the student’s progress in the general education class included in his/her current IEP?			
6	0	1				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b. If yes, in what ways? Doesn't need any more support than the IEP indicates. Communicates with the teachers. The teachers then work together to support the student's needs. It is live instruction and is able to participate in whole-class instruction. Able to answer high-level questions. Has developed time management skills and receives instant praise. Works regularly with few assignments to be reviewed. Does well on own. When participating in-class notes are sent during the class indicating the student is participating and following class instruction. Actively participates, enjoys the online class. Enjoys the chat and participates in the class. Online socialization with students in the class as well.			
0	0	7				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
7	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
7	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	7				GE 85b. If no, what training or support would assist you?			
7	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
3	0	7				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
1	2	7				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				SE 95c. If yes, what reasons were discussed for recommending removal? Making up the work when grades are low.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? In the IEP Team meeting.			
3	0	7				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
8	1	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
8	0	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	1	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			
	N					6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will submit an improvement plan to address meeting the SPP target for graduation rates. The LEA will collaborate with PATTAN Pgh and the IU27 TAC to develop an improvement plan to boost graduation rates. The IP is due on July 4, 2021. BSE will review the plan for compliance and review the SEDRs for movement toward the targets.	01/05/2022 LEA, IU 27 TAC, PATTAN PGH and BSE as needed.	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will submit an improvement plan to address meeting the SPP target for drop out rates. The LEA will collaborate with PATTAN Pgh to develop the plan and BSE data manager for coding of drop outs with the highly transient student population. The IP will be submitted by July 4, 2021. BSE will review the plan for compliance and review the SEDRs for movement toward the target.	01/05/2022 LEA, IU 27 TAC, BSE data manager, PATTAN Pgh and BSE adviser as needed.	
		X				8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
	N					11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment	The LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular education less than 40% of the day. The improvement plan will be submitted by July 4, 2021. BSE will review the plan for compliance and review the SEDRs for movement toward the targets.	01/05/2022 LEA, IU 27 TAC, PATTAN Pgh and BSE as needed.	
	N					16. **FSA-PARTICIPATION IN PSSA AND PASA (SPP)** **Standard:** The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will submit an improvement plan to address meeting the SPP target for participation rate. The improvement plan will be submitted to BSE by July 4, 2021. BSE will review the plan for compliance and review the SEDR for movement toward the targets.	01/05/2022 LEA, IU 27 TAC, PATTAN Pgh and BSE as needed.	
Y						16A. **FSA-LOCAL ASSESSMENT**			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 153. PTE-Consent Form is present in the student file	LEA will develop a procedure to document in the individual student files the absence of the PTE that originated from another LEA. BSE will review selected student files for students enrolling in the LEA without completed documents concentrating on the PTE. BSE will also review any training to staff responsible for obtaining newly enrolled students.	01/05/2022 LEA, IU 27 TAC, PATTAN Pgh and BSE as needed	
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person’s name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
5	0	5				FR 194. PTRE-Consent Form is present in the student file			
5	0	5				FR 195. Demographic data			
5	0	5				FR 196. Reason for reevaluation			
5	0	5				FR 197. Types of assessment tools, tests and procedures to be used			
5	0	5				FR 198. Contact person’s name and contact information			
5	0	5				FR 199. Parent has selected a consent option			
5	0	5				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			
9	0	1				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
9	0	1				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
5	0	5				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	0	6				FR 228. Interpretation of additional data			
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
2	0	8				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	1	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	4	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	4	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	4	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	1	4	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	0	9				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
5	0	5				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
4	0	6				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	5				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
5	0	5				FR 264. Student			
8	0	2				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
1	0	9				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 276. If the student has communication needs, needs must be addressed in the IEP			
3	0	7				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
5	0	5				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
5	0	5				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	0	5				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
4	0	6				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
10	0	0				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	0	5				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
5	0	5				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
4	0	6				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
4	0	6				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
3	0	7				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	0			P 28.	Were you invited to participate in your child's most recent IEP team meeting?			
5	0	0	0			P 29.	Did you participate in developing the current IEP for your child?			
5	0	0	0			P 30.	Was the meeting held at a time and location that was convenient for you?			
3	0	1	1			P 31.	If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
5	0	0	0			P 32.	Was the input you provided considered in the development of your child's current IEP?			
4	1	0	0			P 32a.	Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b.	If no, what training or support would assist you? Need more parent trainings on understanding IEPs and supports available to students.			
5	0	0	0			P 33.	Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	0			P 35.	Was the current IEP developed at the IEP meeting?			
5	0	0	0			P 36.	If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	0	0	0			P 37.	Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	5	0			P 38.	If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	5	0			P 39.	Was written input from the excused IEP team member(s) available to you before the meeting?			
		5	0			P 65.	If you did not participate in your child's IEP meeting, what kept you from participating?			
1	5	1				GE 74.	Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
0	3	4				GE 75.	Did you recommend any needed supports to implement the current IEP for this student?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7				GE 76.	Were those recommendations considered by the IEP team?			
7	0	0				GE 86.	When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
6	1	0				GE 87.	Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT				
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)				
4	1	0	0			P 40.	Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	1	0	0			P 41.	Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
7	0	0				GE 81.	Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
7	0	0				GE 82.	Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
7	0	0				GE 83.	Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98.	Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102.	Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103.	Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	2				SE 104.	If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106.	If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	0	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways? Small teacher-student ratio, lots of support and is making progress in the general education classroom. Doing well and performing well with grades. Stays on the work. Will be working with goals to get back on track. Provided a high expectation for work. Different experiences with classmates. Socialization, self-advocacy, work submission, and friendships. Can complete the general education classroom curriculum. The general education classroom maximizes potential. Able to complete the work. Respectful and complying to verbal and physical prompts most of the time. Improvement seen in class participation.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
4	0	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
5	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
5	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
5	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
7	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
0	0	7				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
0	0	7				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	7				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7				GE 79d.	If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
0	0	7				GE 79e.	In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
3	0	4				GE 84.	If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
3	0	4				GE 92.	If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105.	Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
9	0	1				SE 109.	Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110.	Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111.	If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113.	If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	1				SE 114.	Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)				

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	3	0			P 42.	If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	0	0	0			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
5	0	0	0			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	0			P 45.	Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	5	0			P 46.	If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
1	0	3	1			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
5	0	5				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
2	0	8				SE 122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
2	0	8				SE 122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
2	0	8				SE 122c.	Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
1	1	8				SE 122d.	Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	9				SE 122e.	If yes, are needed supplementary aids and services being provided to this student?			

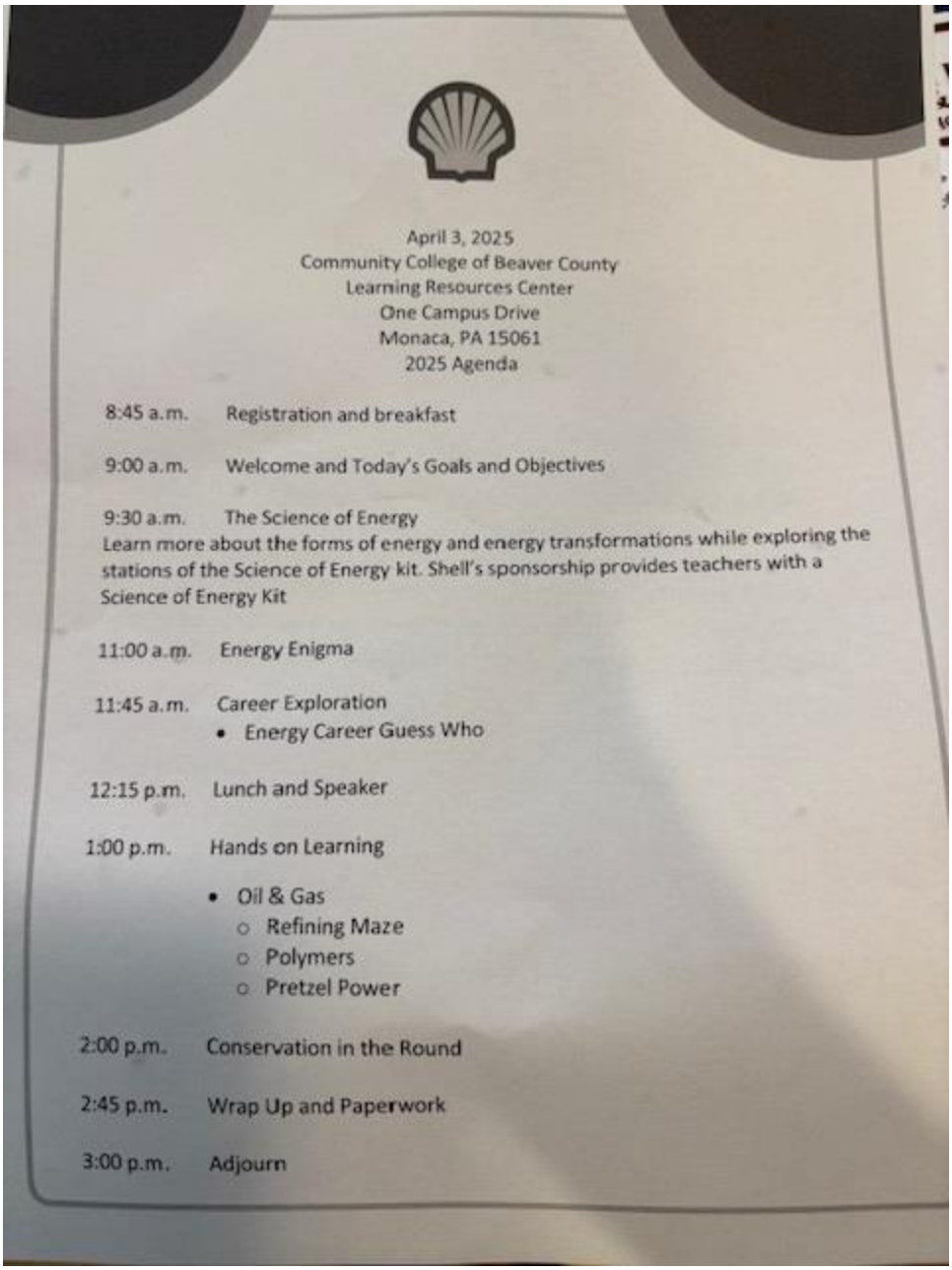
Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	2	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
3	0	1	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
0	3	1	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	5	0			P 50c. If yes, what reasons were discussed for recommending removal?			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			
4	1	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
3	0	2	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	2	0			P 50g. If yes, in what ways? School has worked well in supporting the needs. Happy in the cyber setting. Benefiting by live classroom and regular classroom students as well as the small group interaction is beneficial.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			
					2	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					2	Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					4	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
4	0	6				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
6	0	4				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	7	0			70%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	LEA will provide training to staff on completion of documents and obtaining parent consent. BSE will review selected student files to determine compliance and training attendance.	01/05/2022 LEA, IU 27, PATTAN Pgh and BSE as needed.	
3	7	0			70%	FR 339. Parent has selected a consent option	LEA will provide training to staff on completion of documents and obtaining parent consent. BSE will review selected student files to determine compliance and training attendance.	01/05/2022 LEA, IU 27, PATTAN Pgh and BSE as needed.	
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	LEA will providing training to staff on completion of documents and how the IEP and NOREP must reflect the same programming. BSE will review selected student files to determine compliance and any training documentation.	01/05/2022 LEA, IU 27, PATTAN Pgh and BSE as needed	
						INTERVIEW RESULTS (Parent)			
1	0	4	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					4	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3	d. staff's knowledge, training			
					4	g. staff open to suggestions, good communication			
					1	h. follow the IEP			
					2	i. support services			
					2	k. staff's understanding and attitude			
					1	m. services provided outside neighborhood school			
					1	n. other			
		2	1			P 67. Tell me anything you would like to change about the program.			
					2	n. other			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					2	a. Very strongly agree			
					1	b. Strongly agree			
					1	c. Agree			
					1	e. Strongly disagree			
						P 69. Additional comments about your child's program. Loves communication between PA Cyber and home. Has never had a better experience because PA Cyber calls about the positive things as well as the negative. Would not change a thing about the program. The special education department is really great. They have a specific individual assigned to handle the mechanical/technical add-ons (seeing the screen) who is on top of this area for the students. They are doing an amazing job. They go above and beyond. They have great standards and in comparison to previous experiences, they surpass all of those education outlets. There could be improvement with the way PA Cyber oversees IEPs. PA Cyber has individualized the program and made us feel supported.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			



April 3, 2025
Community College of Beaver County
Learning Resources Center
One Campus Drive
Monaca, PA 15061
2025 Agenda

8:45 a.m. Registration and breakfast

9:00 a.m. Welcome and Today's Goals and Objectives

9:30 a.m. The Science of Energy
Learn more about the forms of energy and energy transformations while exploring the stations of the Science of Energy kit. Shell's sponsorship provides teachers with a Science of Energy Kit

11:00 a.m. Energy Enigma

11:45 a.m. Career Exploration
- Energy Career Guess Who

12:15 p.m. Lunch and Speaker

1:00 p.m. Hands on Learning
- Oil & Gas
  - Refining Maze
  - Polymers
  - Pretzel Power

2:00 p.m. Conservation in the Round

2:45 p.m. Wrap Up and Paperwork

3:00 p.m. Adjourn

Shell Education Workshop

- Sarah Ochtun

Webinar

Ethical Considerations for Reevaluation of Students with Intellectual and Developmental Disabilities

Webinar

Session Dates

Thursday January 30, 2025 9:00 AM - 11:00 AM - Webinar

Closed

This session explores the ethical dimensions of reevaluating students with intellectual and developmental disabilities (IDD), with a focus on ensuring seamless transitions across life domains. Participants will investigate best practices for reevaluation processes that facilitate smooth transitions for students with IDD, ensuring continuity of services and support. Through interactive panel discussions, we will examine the ethical principles guiding reevaluation, the challenges educators and families face during transitions, and strategies to advocate for systemic changes that promote seamless educational pathways. This session is ideal for educators, administrators, school and psychologists dedicated to creating an educational environment where transitions for students with IDD are seamless and effective.

Objectives

At the end of this training participant will be able to:

- Describe best practices for reevaluation for students with intellectual and developmental disabilities to ensure smooth transitions to best ensure continuity of services and support
- Describe barriers individuals with intellectual and developmental disabilities face without up-to-date standardized assessments when transitioning out of school-aged services
- Describe proactive and collaborative approaches to reevaluation

Target Audience

School Psychologists, Student Services Directors, Transition Coordinators, Special Education Teachers

Event Info

Event Type:

WEBINAR

Credit Type:

ACT 48 CLOCK HOUR | ETHICS | NASP CPD | PSYCH | NO CREDIT

Presenters:

PaTTAN Educational Consultant, Angela Fortney

Event Contact:

Registration:
Tina Rife
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717-901-2242

Ethical Consderations for Recovery

- Brittany Prisuta
- Lacey Lodovico
- Tiffany Robinson

School of Education & Social Sciences

2024 RMU Trees Network Virtual Special Education Conference

Nurturing Potential in Every Learner

Monday, October 14, 2024

8:30 – 8:40 **Welcome & Introduction** meet.google.com/njx-idwy-gey or meet.google.com/pvw-ggxq-wsq

Dr. Joseph Zimmer, RMU Provost and VP for Academic Affairs
Dr. Vicki Donne, University Professor, RMU Trees Network Director

8:40 – 9:30 **Morning Keynote** meet.google.com/njx-idwy-gey or meet.google.com/pvw-ggxq-wsq

Beyond Compliance: Transforming Education for Students with Disabilities Through Meaningful Relationships
Donna Westbrooks-Martin, Chief Executive Officer, ACLD Tillotson School

A.M. Sessions (select one from each time period):

9:40 – 10:30	**Due Process Hearings: What Teachers Need to Know** Elizabeth Zagata, University of Connecticut meet.google.com/hfb-hrzg-ymd	**Five Evidence-Based Practices in Mathematics** Jessica Mao, University of Texas meet.google.com/rvd-qrhe-mib
10:40 – 11:30	**Generalizing Behavioral Data to the School and Home Environments** Angela Estrada, Achieving True Self meet.google.com/tmq-oyyd-vcf	**Using AI to Nurture Potential for ALL Learners** Dr. Evmenova, George Mason University and Samantha Goldman, University of Kansas meet.google.com/szb-yxaf-yss

11:40 – 12:30 **Luncheon Keynote** meet.google.com/njx-idwy-gey or meet.google.com/pvw-ggxq-wsq

Mental Wellness in Schools
Dr. Dawn Brendle, Western Pennsylvania Psych Care

P.M. Sessions (select one from each time period):

12:40 - 1:30	**Pathways to Graduation - A Look at Options and Alternatives** Dr. Melissa Holler and Rebecca Dyer, Allegheny Valley School District meet.google.com/rwd-nqum-oxj	**Supports Coordination, Community Resources, and Waiver Funding for Learners with an Intellectual Disability or Autism** Mary Evrard, Allegheny County Department of Human Services Office of Developmental Supports meet.google.com/ism-gzkm-tmg
1:40 - 2:30	**The ABCs for Increasing Student Engagement and Success** Jeff Mathieson, PaTTAN meet.google.com/ytf-hjiv-qns	**Rethinking Spelling Instruction** Ashley Messner, Robert Morris University meet.google.com/mqv-kfoo-qwz

Session Information

8:40 a.m. - 9:30 a.m. Beyond Compliance: Transforming Education for Students with Disabilities Through Meaningful Relationships

meet.google.com/njx-idwy-gey

Schools are required to provide students with disabilities a free appropriate public education, and IEP teams diligently work to meet these federal and state mandates. How can we move beyond mere compliance to create systems that genuinely support and empower students with disabilities? In this keynote, Donna Westbrooks-Martin will explore how cultivating meaningful relationships can transform the educational experience for these students. Drawing on over three decades of professional and personal experience, Donna will offer insights and strategies for building interconnected relationships within schools and the wider community. Discover how a relational approach can enhance educational support and truly nurture each learner's potential.

Donna Westbrooks-Martin is a trailblazer in special education with over 30 years of transformative impact across diverse educational landscapes. Her journey began in the public school system, where she excelled as an itinerant speech-language pathologist and kindergarten teacher, igniting a passion for supporting students with exceptional needs. Her expertise led her to roles as a Special Education Supervisor, where she oversaw Speech and Language Clinicians, Deaf and Hard of Hearing Teachers, and Teachers of the Visually Impaired, shaping programs that set new standards in early intervention and school-age education.

Donna's quest for innovation and continuous learning took her to the Pennsylvania Training and Technical Assistance Network (PaTTAN). She contributed to initiatives in Special Education Leadership, IDEA, Speech and Language, and Behavior. Returning to the Pittsburgh Public Schools, she made her mark as Senior Program Officer and later Executive Director of the Program for Students with Exceptionalities, where she championed the reimagining of educational practices for students with complex support needs.

At the ACLD Tillotson School, Donna led a remarkable turnaround. She expanded programs to include services for 18-21 year old children, children with school phobia, and evaluation centers, thus enhancing support for students with learning disabilities, emotional disturbances, and autism. Her dedication to growth and excellence has driven nearly a decade of leadership at ACLD, Inc., where she continues to elevate educational standards.

Beyond her professional accomplishments, Donna is a dynamic force in the education community. She contributes her expertise as a mentor to special education administrators and serves on the Steering Committee of the Pennsylvania Department of Education's Attract, Prepare, and Retain Initiative, addressing the state's teacher shortage. As Vice Chair of the Board of Directors for the Future Kings Mentoring Program and a volunteer for PA Women Work, Donna's commitment to fostering future leaders is evident.

Yet, Donna's proudest roles are those of a dedicated partner to Jeff, loving mom and advocate to Sydney and Jeff, Jr., and supportive sister to Uncle Chuck. Her career is a testament to the power of relationships in education, reflecting her belief that nurturing learners is fundamentally about building meaningful connections.

9:40 a.m. - 10:30 a.m. Due Process Hearings: What Teachers Need to Know

meet.google.com/hfb-hrzg-ymd

Due process hearings are part of the special education dispute resolution process, and special education teachers are often required to testify. This session will share tips on avoiding contentious conflict with families as well as how to prepare and survive a due process hearing, should you find yourself called to be part of one.

Dr. Elizabeth Zagata spent 15 years teaching in both general and special education. She taught in large and small districts in urban, suburban, and rural settings, covering every grade from preschool to high school. She recently completed her PhD in Educational Psychology at the University of Connecticut. Her research focuses on the intersection of literacy and assessment with policy and special education law. She is an adjunct faculty member for graduate level courses on diagnostic assessment and special education law, policy, and ethics.

9:40 a.m. - 10:30 a.m. Five Evidence-Based Practices in Mathematics

meet.google.com/rvd-qrhe-mib

This session will cover the IES Practice Guide focused on mathematics intervention in the elementary grades. Five evidence-based strategies will be discussed: (a) explicit instruction, (b) mathematical language, (c) multiple representations, (d) word-problem solving, and (e) fluency.

Ms. Jessica Mao is a PhD student in the Department of Special Education at The University of Texas at Austin. She is a former special education teacher in San Jose, California. For five years, she taught middle school students with LD, EBD, ADHD, ASD, SLI, and OHI in both public and alternative school settings. Her research interests include middle school mathematics intervention and teacher training and development, specifically in mathematics instruction.

Jessica is passionate about teachers who teach mathematics and students with mathematics difficulty and disabilities.

10:40 a.m. - 11:30 a.m. Generalizing Behavioral Data to the School and Home Environments

meet.google.com/tmq-oyyd-vcf

This session will cover the basics of a Functional Behavior Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS). You will learn what they are, who implements them, and who benefits from them. You will learn how the data from the FBA and PBIS are used to build function-based supports and how these concepts can be generalized to, and implemented in, the home environment. The target audience for this presentation is educators who need to collect data on student goals and objectives and translate these results to other professionals, parents, and family members.

Angela Estrada is the Talent Development and Learning Specialist at Achieving True Self (ATS). She has been with ATS for four years and has a passion for providing the tools that learners need to gain full access to society via skill acquisition programming. Angela is a Board Certified Behavior Analyst (BCBA) candidate and a PhD student at the University of Pittsburgh, where her research interests surround police interactions with individuals identified as having intellectual/developmental disabilities.

10:40 a.m. - 11:30 a.m. Using AI to Nurture Potential for ALL Learners

meet.google.com/szb-yxaf-yss

This session will provide an overview of using Artificial Intelligence (AI) in special education including examples of the various AI models, common classroom AI tools, as well as legal and ethical issues using AI. Come prepared to get answers to your questions about AI including: (1) What is AI? (2) Should I be scared of it? (3) Is AI already in my classroom? (4) What are some tools that use AI that I might want to use? (5) What are some resources for the ethics and legality of AI?

Dr. Evmenova is a professor in the College of Education and Human Development at George Mason University (GMU). Dr. Evmenova teaches undergraduate, master, and doctoral courses in assistive technology, special education, and research methods. She is the recipient of the Teaching Excellence Award, Online Teaching Excellence Award, and John Toups Presidential Medal for Faculty Excellence in Teaching from GMU for her Universal Design for Learning (UDL)-based instruction. Her research interests focus on the research and development of technology for inclusive education and academic instruction for students with various abilities and needs and Universal Design for Learning. Dr. Evmenova has raised more than $20 million in federal and state grants to support her technology development endeavors.

Samantha Goldman is a doctoral candidate in special education at the University of Kansas, Lawrence, KS where she specializes in instructional design, technology, and innovation. She is a graduate research assistant for the Center for Innovation, Design, and Digital Learning (CIDDL). Her research focuses on leveraging existing, emerging, and innovative technologies and evidence-based practices with high-quality instruction to empower teacher education, pre-service special education teachers, and students with disabilities/ struggling learners to improve writing outcomes. Her dissertation investigates how pre-service teachers are prepared to integrate technology into their writing instruction to improve outcomes for students with disabilities and struggling learners.

11:40 a.m. - 12:30 p.m. Mental Wellness in Schools

meet.google.com/njx-idwy-gey

There are some surprising statistics on mental wellness in schools. In this session, you will learn if mental health is improving and the signs to look for in students that may be in need of mental health intervention. You will also learn about resources available in schools, recommendations to schools, and proactive planning in schools for mental health and wellness.

Dawn Brendle, PhD, LBS, is a school-based mental health therapist and a licensed behavioral specialist. She has extensive experience in autism and has been working as a behavioral consultant to families and schools for 25 years and is currently working for Western PA Psych Care as the district supervisor in the New Brighton School District. In this role she supervises therapists, provides therapy to students in kindergarten through 12th grade, and provides mental health training to school faculty during in-service days. Dawn also provides mental wellness consultation through her business, Dr. Brendle Mental Wellness Consulting, LLC. She earned a Bachelor of Science in Elementary Education, a Master of Arts in Professional Psychology, and a PhD in Instructional Management and Leadership and did her doctoral research on anxiety and depression in teens. With degrees in education, psychology, and leadership, and a behavior specialist license, she provides much needed support to schools, families, and therapists.

12:40 p.m. - 1:30 p.m. Pathways to Graduation - A Look at Options and Alternatives

meet.google.com/rwd-nqum-oxj

This presentation focuses on the new state mandates for high school graduates. Pathways to graduation is a requirement that districts must implement. In this session innovative options will be shared that have worked for students' successful path to graduation.

Dr. Melissa Holler is the Director of Pupil Services with the Allegheny Valley School District and has been with the district for 10 years. She supports the special education, gifted, and guidance offices. She received her Ph. D from Robert Morris University in 2022 and subsequently has published and presented research and evidence based practices in special education.

Ms. Rebecca Dyer is a high school counselor at Allegheny Valley School District (AVSD). She has been with AVSD for more than twenty years and serves in a variety of areas - most importantly an advocate for all students. Mrs. Dyer provides guidance and support for all students with a focus on mental health and post-secondary education.

12:40 p.m. - 1:30 p.m. Supports Coordination, Community Resources, and Waiver Funding for Learners with an Intellectual Disability or Autism

meet.google.com/ism-gzkm-tmg

This session aims to familiarize you with Supports Coordination and waiver funding. Across PA Supports Coordinators (SCs) are person-centered planning with individuals and families. They are planning in support of students, families, and school teams. SCs are responsible for developing an individual support plan (ISP), and then locating, coordinating, and monitoring services and supports. You will learn about accessing Supports Coordination, planning, community resources, and waiver funding. Some other topics that may be covered in this session include:

- What role does your county office (Administrative Entity) play?
- What are the eligibility requirements for students with intellectual disabilities or autism to receive a SC?
- What important things can a SC help with?
- What three waivers may be available through working with a SC?
- What Home and Community Based Services can be funded through waivers?
- Where can you learn about community resources and support?

Mary Evrard holds her husband, children, grandchild, aunt, sisters, and pets close to her heart. Her experiences as a family and professional caregiver inform her commitment to a 39-year career in human services. She came to the Allegheny County Department of Human Services Office of Developmental Supports (ODS) in 2005. Mary is a leader in and member of several professional and community organizations supporting people with disabilities, caregivers, and helping professionals. Navigating and understanding what is available in communities, from human services, through medical assistance programs and home and community-based services can be complex and Mary helps families through this journey. She appreciates how

important it is for individuals, families, caregivers, and the professionals that support them, to be informed of and have access to resources including connections for ongoing assistance.

1:40 p.m. - 2:30 p.m. The ABCs for Increasing Student Engagement and Success

meet.google.com/ytf-hjiv-qns

Every day, schools are faced with challenges related to student motivation, disengagement, truancy, and behavioral disruptions. Each of these are known risk factors that impact academic success and often lead to student dropout. However, schools are successfully improving these risk factors and getting students back on track. They are applying the ABCs and using an Early Warning System to quickly identify who is off track and may require additional levels of support. This session will provide participants with an overview of an Early Warning System (EWS), define the ABCs for increasing student success, and share evidence-based strategies for increasing student attendance, engagement, and overall academic/social/emotional success.

Jeffrey Mathieson is an educational consultant at PaTTAN-West (Pennsylvania Training and Technical Assistance Network). He is the state lead for Inclusive Practices and the office lead for SSIP (State Systemic Improvement Planning). In addition, Jeff is the project lead for the Developing Future Special Educators Grant and a member of the Paraprofessional Initiative. Prior to joining the PaTTAN team, Jeff was a principal in the Butler Area School District. Outside of his passion for education, Jeff enjoys outdoor recreational activities including hunting, fishing, and camping and is a devoted fan of all Pittsburgh sports.

1:40 p.m. - 2:30 p.m. Rethinking Spelling Instruction

meet.google.com/mqv-kfoo-qwz

This session will explore best practices for spelling instruction for students with dyslexia and other spelling difficulties. The session will inform participants about how the encoding process occurs in the brain, traditional and current spelling instruction methods and why those often fail, and what best practices for spelling instruction look like for whole-class, small-group, and individualized instruction. Participants in this session will leave with a variety of methods that they can implement in their instruction.

Ashley Messner has a M.Ed. in Literacy. She is the Dyslexia Outreach Support Specialist at Robert Morris University's Peirce Center. She works as an interventionist with students with dyslexia and other reading difficulties, and she also works as a university supervisor with teaching candidates completing their Structured Literacy Practicum. She is currently pursuing her Ph.D. in Instructional Management and Leadership at Robert Morris University. When she is not studying, she is spending time with her three cats and reading horror novels.

School of Education & Social Sciences

RMU Trees Network

The goal of the RMU Trees Network is to provide services and training to enhance services to children and adolescents with mild, moderate, or severe intellectual disabilities and their families through professional preparation of teachers, continuing professional development, and direct service to children and families. To learn more, check out:

- RMU Trees Network
- Resources
- Facebook

Act 48 Hours Awarded: To receive Act 48 hours, teachers must complete the surveys following each session attended. At the end of each session, a link to the survey will be posted in the session chat.

RMU Trees Network Special Education Training

- Marissa Mangie
- Kara Eckels

2025 Virtual STAR-Center Conference Agenda
May 9, 2025

8:15 AM **LOG ONTO ZOOM**
https://us02web.zoom.us/meeting/register/qJq50rIVRxmdV4CtqsVjEA

8:30 to 11:30 AM **CONFERENCE OVERVIEW**

KEYNOTES

Dr. Marisa Marraccini, PhD, NCSP
Donald and Justeen Tarbet Distinguished Scholar
Associate Professor of School Psychology, University of North Carolina at Chapel Hill

There will be a brief break between Keynotes

Dr. Rachel Vaughn-Coaxum, PhD
Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
Dr. James Huguley, PhD
Associate Professor, University of Pittsburgh School of Social Work

11:30 AM **LUNCH (On Your Own)**

12:45 PM **SKILL DEVELOPMENT WORKSHOPS - *GROUP 1* (Click on the link below the title for the workshop session of your choice)**

A. **Workshop Title: Caring for Our Future**
https://us02web.zoom.us/meeting/register/hD6fQhTKTUGoIlxYumT_rg

Courtney Abegunde, MA
Operations Director, Steel Smiling and "Organization in Residence' of Neighborhood Allies

B. **Workshop Title: Suicidal Thoughts, Behaviors, and Self-Injury in Autistic People**
https://us02web.zoom.us/meeting/register/Iq0A2pBLRlukBraqvgyyQA

Ligia Antezana, PhD
Postdoctoral Scholar, University of Pittsburgh School of Medicine

C. **Workshop Title: Socializing with Social Anxiety: Using an Evidence-Based Approach in Group Therapy**
https://us02web.zoom.us/meeting/register/-HxvHWMXQKK4eQ2mD5K3aQ

Kelsey Bero, LPC, NCC
Behavioral Health Therapist, STAR Center
Sleep Therapist, ETUDES Center

Dara Sakolsky, MD, PhD
Associate Professor, University of Pittsburgh Department of Psychiatry
Associate Medical Director, STAR Center

D. **Workshop Title: Addressing Cultural Barriers to Treatment: How to Be Respectfully Curious When Working with Families**
https://us02web.zoom.us/meeting/register/IpFa1Sd0Rn2t86igo-NMrw

James Russell, MSCP, NCC, LPC
Family Therapy Lead, UPMC Center for Children and Families

Brittany Weaver, LMFT, LPC, NCC
Behavioral Therapist III, UPMC WBH Center for Children and Families
Outpatient Therapist, Cranberry Psychological Center

E. **Workshop Title: Suicidality Screening in the School Setting: Risk Assessment and Safety Planning for Students**
https://us02web.zoom.us/meeting/register/5LVTo7INQeOHxRD4TQbA1g

Mackenzie Osborn, MSCP, LPC
Behavioral Health Therapist, STAR Center

F. **Workshop Title: Successful Transition to Early Adulthood Milestones (STEAM) Program**
https://us02web.zoom.us/meeting/register/EjCCj8C2SNy1kxkt8yG9IQ

Erin Belback, MS, LPC
Research Operations Coordinator, UPMC, CABS, STAR, CoSTAR Centers and University of Pittsburgh Department of Psychiatry

Memphis Kastner, CPS
Youth and Young Adult Coordinator, UPMC, STEAM Project

2:00 PM **BREAK**

2:15 PM **SKILL DEVELOPMENT WORKSHOPS – *GROUP 2* (Click on the link below the title for the workshop session of your choice)**

G. **Workshop Title: Schools and Providers Working Together: Helping Students Succeed**
https://us02web.zoom.us/meeting/register/dXLHcCI5QdSgGlk1COnG7w

Sara Goodyear, MSEd, LPC, NCC
School Counselor, A.W. Beattie Career Center

H. **Workshop Title: Social Media, Chatbots, AI and Adolescents: Current Trends in Digital Technology Use and Considerations for Adolescents' Mental Health**
https://us02web.zoom.us/meeting/register/sJA7EzTxTTioe-nL743a7w

Candice Biernesser, PhD, LCSW
Assistant Professor of Psychiatry, University of Pittsburgh
Director of Digital Interventions, University of Pittsburgh

I. **Workshop Title: Collaborating with Colleges and Universities on Safety Planning for Transitional Age Youth**
https://us02web.zoom.us/meeting/register/QyeCy_6ZSCO2dd9d7vV6yw

Salena Binning, LCSW
Behavioral Health Therapist III, STAR Center

J. Workshop Title: ADHD in Adolescence
https://us02web.zoom.us/meeting/register/o1DAodUoQf6UGYwsIY-jYw

Traci Kennedy, PhD
Assistant Professor of Psychiatry, University of Pittsburgh

K. Workshop Title: Supporting Youth After the Traumatic Loss of a Peer by Suicide
https://us02web.zoom.us/meeting/register/msN45Co-SFO97xM4DNQ7HQ

Kelly Monk, BSN, RN
Clinical Research Coordinator, UPMC Western Psychiatric Hospital

Hannah Gozzard, LPC
Behavioral Health Therapist, STAR Center

3:30 PM **ADJOURNMENT**

Teenage Risk (STAR) Conference

- Krista Long

Student Assistance Team Training

Agenda

-Updates to SAP Team
-Updates to SAP Processes
-SAP scenarios/discussion
-Q&A

SAP Team Training

- Monika Sonsini

Treatment Options for Students with ADHD

Agenda

-Understanding ADHD
-Review of research/data
-Treatment options
-Potential future treatment options

ADHD Virtual Summit

- Ron Hockman

Assessing Standards for PSSAs

Agenda

-Review of new standards
-Integrating standards into instruction
-Expectations for standard integration
-Q&A

Attendance Sheet

-Thomas Lake

Tools and Tips for IEP Implementation

Agenda

-Where to locate most recent IEPs
-Sections of IEPs for review
-Case study – Student scenarios
-Small group IEP review project

Attendance Sheet

-Jocelyn Bowser
-Jennifer Fedder
-Dwight Lindsey
-Thomas Lake
-Mallory Ludwig

Schedule

You are registered for this event

Show only program sessions

Collapse all sessions

Wednesday July 31, 2024

8:00 AM -
9:00 AM

Opening Keynote: KN1 After the Bell: Staying Active After School and Beyond

Natalie Conklin, General McClane Maggie Rutkowski, General McLane Carrson Vioral, Deer Lakes Olivia Paulson, LVCIL, Anna Vioral, Natasha Fletcher

Presidents Hall

Activities and sports are more than just a way to pass time. They can be powerful ways for youth and young adults to make friends, learn new skills, and enjoy “school life” outside of their regular day. Sports and activities like bocce, basketball, and fishing can really make a difference. During this opening keynote, The Youth Engagement Support team will get to ask the tough questions to six students from across the state. We will learn how they have built relationships and skills beyond what they learned in class through their participation in inclusive extracurricular programs..

Session materials

Transition.pdf

View session recording

9:15 AM -
10:15 AM

A-05 Taking the Next Step: My Journey to Transitioning to College, Work, and Post-Secondary Life with a Learning Disability

Michelle's Mission

Room 208

This session will focus on helping participants express their dreams for the future and learn how to overcome the limits placed by others. The presenter will share a personal journey through dreaming about and obtaining a postsecondary degree. Topics such as learning to find and use resources and accommodations, self-advocacy, and overcoming self-doubt will be shared.

Session materials

A-05_Taking_the_Next_Steps_How_to_have_a_successful_transition.pdf

View session recording

10:30 AM -
12:00 PM

B-01 Successful Transition Plans & Employment Opportunities Through Person-Centered Planning

PA Family Network, Sara Nye

Room 207

Successful transition to both employment and independent living is found in the honest and deeply intensive plans created through a Person/Family centered approach. The creation of an effective IEP needs to progress to an even more powerful Individual Support Plan (ISP) that integrates appropriate resources, best practices and a variety of tools and experiences. Join the PA Family Network as our Family Advisors, including the new Integrated Resource Team (InVEST grant), demonstrate how a clear vision and experienced mentoring can support successful planning.

Session materials

Successful_Transition_Plans_-Person-Centered_Planning.pdf

View session recording

12:00 PM -
1:00 PM

Lunch

Presidents Hall

1:15 PM -
2:15 PM

C-01 My Voice Matters

Penn State University, Harrisburg

Room 208

Gain empowerment through self-discovery at this engaging session. The Penn State Harrisburg Career Studies program provides students with a powerful resource: the student profile. Learn how to craft your own one-page outline of your interests, strengths, needs and unique traits. With this profile in hand, you'll unlock your potential to advocate for yourself confidently in any post-secondary setting. Join us to learn how creating a thoughtful student profile lays the foundation for lifelong success. With new self-knowledge, you'll take control and thrive in education, careers, and life.

Session materials

Questionaire_Activity.pdf
Scenario_Activity.pdf
Student_Profile_One_Pager_Blank_Copy.pdf

2:30 PM -
4:00 PM

D-07 Navigating Life Beyond School: A Dynamic Discussion on Transition Services (English)

Presidents Hall 2 & 3

Join us for an insightful exploration into the transition from school to adult life with esteemed state-wide leaders: Dr. Carole Clancy, Director of Bureau of Special Education, Ryan Hyde, Executive Director of the Office of Vocational Rehabilitation, Kristin Ahrens Deputy Secretary of the Office of Developmental Programs, and Juliet Marsala Deputy Secretary of the Office of Long-Term Living. This session is designed to shed light on statewide services and unveil future opportunities that facilitate a smoother transition for youth.

Session materials

View session recording

Thursday August 1, 2024

8:00 AM -
9:00 AM

KN2 Beyond “Lazy and Unmotivated” - An Introduction to Executive Skills

Smart But Scattered Kids

Presidents Hall

When the conversation turns to executive skills, teachers and parents often say, “We didn’t know anything about these when we were growing up—and we turned out just fine.” In this keynote, Dr. Dawson confronts that sentiment head on. The co-author of Smart but Scattered and other books on executive skills explains the executive skills framework she’s been working with for over 20 years—why it’s a better way to describe students who struggle than calling them lazy or unmotivated, and why the more parents and teachers understand about these skills, the better they’ll be able to help students strengthen these important habits of mind. She will paint a picture of the strategies she sees as holding the most promise for helping students of all ages develop, tune up, and master critical life skills.

Session materials
Beyond_Lazy_and_Unmotivated.pdf

9:15 AM -
10:45 AM

E-06 The Teaching Time Management Inventory: Identifying Gaps in Time Management Skills

East Stroudsburg University

Room 207

This interactive session presents data collected from a pilot study on a time management assessment that was conducted with two post-secondary students enrolled in a university-based transition program as part of their transition planning process. Presenters will walk participants through the assessment and discuss key findings and future applications of the assessment inventory. The importance of time management during adult life will be discussed along with the various strategies and priorities for individual students that can be revealed in the assessment process.

Session materials

Teaching_Time_Management.pdf

TTMI2024.docx

View session recording

11:00 AM -
12:00 PM

F-07 A Strength-Based Approach to Supporting Executive Skill Development

Smart But Scattered Kids

Room 206

By the time students reach high school, most are well aware of the personal challenges that make school difficult for them. They tend to be less informed about the strengths they bring to any learning task. Having a clearer understanding of their executive skill strengths and how they can leverage these strengths to boost performance can help students plot a route to next stage of their lives. Participants will have the opportunity to assess their executive skill strengths and to learn strategies to use the strengths effectively in high school, college, or in the workplace.

Session materials

ESQ_24_with_definitions.pdf

View session recording

12:00 PM -
1:00 PM

Lunch

Presidents Hall

1:15 PM -
2:15 PM

G-01 Collaboration & Connection:Joining Forces to Engage and Develop the Youth Transition Experience

OVERLAP

PA Council on Cyber Transition

Room 108

Did you know students can successfully collaborate across LEAs in the virtual setting? For the last two years, Pennsylvania Council on Cyber Transition has been planning engaging and interactive transition focused events for high school students. Come learn how eleven cyber charter schools joined forces to create events for students to participate in and develop critical transition-focused life skills. Each virtual event focuses on a primary life skill that all students can benefit from including budgeting, career planning, and overall health and wellbeing. Sound interesting? Let us show you how we share ideas, collaborate, and put the good of ALL of our students above the silos created in the virtual educational setting. By utilizing the 9 indicators developed by Transition Discoveries, we select target skill areas as a focus for our sessions. Students participate in interactive live sessions and leave with strategies and tools they can apply to everyday life.

Session materials

G-01_Collaboration_and_Connection-Joining_Forces_to_Engage_and_Develop_the_Youth.pdf
PACCT_Spring_Virtual_Event_Recordings.pdf
Weekly_Planner_Template_Fillable_Form.pdf
Weekly_Planner_Template_Printable.pdf

View session recording

G-07 Supporting Executive Skill Growth: The Role for Educators and Service Providers

OVERLAP

Smart But Scattered Kids

Room 207

Teenagers are tricky. They often think they're further along the road to maturity than do the adults who work with them. This session will offer tips to parents and service providers on how to talk with kids about the importance of strengthening their executive skills to prepare for their post-secondary world.

Session materials

Supporting_executive_skill_growth.pptx

View session recording

2:30 PM -
3:30 PM

Closing Keynote: KN3 I Too Have a Voice, Please Listen to Me!

Presidents Hall

Growing up in the housing project of York, PA, a black child with an intellectual disability (ID), partially blind, #4 out of 8 siblings, all raised by a single mom, Loretta faced life challenges beyond what many people could ever comprehend. She didn't walk or talk until the age of 4. Loretta will share her personal struggles when trying to receive the most basic healthcare, social services, and an education in a public school system. What she has learned from her life experiences, and will share with the audience, is the importance of having a voice and being heard. Loretta is the Chief Inspiration Officer and former Vice-Chair of the Executive Board for Special Olympics International. She will showcase the importance of physical, mental, and emotional strength and how Special Olympics turned her life around.

Session materials

Claiborne.pdf

View session recording

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2024 PA Community of Practice Transition

- Kara Eckels

PaTTAN Leadership Initiative
Achieving Balance:
Managing Compliance
Leading Improvement

2024 Pennsylvania Special Education

Leadership Academy

Transforming Lives Through Leadership

July 9 - 11, 2024

The 2024 Special Education Leadership Academy is offered in a hybrid format – in-person at Wyndham Gettysburg, 95 Presidential Circle, Gettysburg, PA 17325 or online through Zoom.

About the Leadership Academy

The Special Education Leadership Academy is designed to increase the knowledge and skills that are vital for special education leaders. This year's Academy, ***Transforming Lives Through Leadership*** will provide leaders time to engage in conversations, learn from practitioners, and share effective practices to improve results for students with disabilities and meet the targets of the PA State Performance Plan. Session presenters will share their experiences of designing and implementing practices, procedures, and policies to improve results.

Credits Offered

Act 48 continuing education credits are offered for all sessions. **Act 48 will be offered per day**. Individuals attending the Leadership Academy, both in-person and virtually must complete the Academy evaluation survey with proper codes within one week of the Academy to be eligible to receive Act 48 continuing education credit.

July 9, 2024 - 3 hours
July 10, 2024 - 6 hours
July 11, 2024 – 2.5 hours

In-Person Participation:

To receive continuing education credit, individuals attending this Academy must arrive on time and stay the duration of the day(s)/session(s) for which they are requesting credit(s). Additionally, individuals must complete the evaluation survey with proper codes within one week of the Academy to be eligible to receive Act 48 continuing education credit.

Virtual Participation:

To receive continuing education credit, participants must login to ZOOM on a computer individually. No credit will be awarded for those who attend by phone (audio alone). Additionally, individuals must complete the Academy evaluation survey with proper codes within one week of the Academy to be eligible to receive Act 48 continuing education credit.

Agenda

Tuesday, July 9, 2024

1:00 PM - 1:30 PM	Opening Remarks
1:30 PM – 1:45 PM	Break
1:45 PM - 3:00 PM	Breakout 1
3:00 PM – 3:15 PM	Break
3:15 PM - 4:30 PM	Breakout 2
4:45 PM - 6:00 PM	Reception

Wednesday, July 10, 2024

7:30 AM - 8:30 AM	Continental Breakfast
8:30 AM - 9:45 AM	Breakout 3
9:45 AM - 10:00 AM	Break
10:00 AM - 11:15 AM	Breakout 4
11:15 AM - 11:30 AM	Break
11:30 AM - 12:30 PM	Trending Topics from Across the Commonwealth
12:30 PM - 1:30 PM	Lunch
1:30 PM - 2:00 PM	Vendor Exhibition
2:00 PM - 3:15 PM	Breakout 5
3:15 PM - 3:30 PM	Break
3:30 PM - 4:45 PM	Breakout 6

Thursday, July 11, 2024

7:30 AM - 8:30 AM	Continental Breakfast
8:30 AM - 9:45 AM	Breakout 7
9:45 AM - 10:00 AM	Break
10:00 AM - 11:15 AM	Breakout 8
11:15 AM -11:30 AM	Break
11:30 AM -12:00 PM	Closing Remarks

PaTTAN
Pennsylvania Training and Technical Assistance Network

Tuesday, July 9, 2024
(1:00 PM – 4:30 PM)
Transforming Lives

(1:00 PM – 1:30 PM)

Opening Remarks by the Bureau of Special Education

To open the 2024 PA Special Education Leadership Academy, the Bureau of Special Education will highlight Pennsylvania's accomplishments and celebrate special education administrators' work to advance inclusive education, foster connections with families and communities, and transform lives through leadership.

Representatives from the Bureau of Special Education

Break (1:30 PM – 1:45 PM)

Breakout Session 1 (1:45 PM – 3:00 PM)

A-01 Charting the Course for Student-Led IEPs (SLIEPs): A How-To Guide for Administrators

There are many benefits to the utilization of SLIEPs for students, families, and school community, but how do we initiate them? This session will answer frequently asked questions regarding SLIEPs, provide tools to lead the way for successful implementation, and allow for interactive discussions regarding effective strategies.

Jennifer Geibel, PaTTAN West
Tammy Thompson-Cooke, PaTTAN East

A-02 Illuminating the Path to Trauma-Informed Special Education

Trauma-informed special education acknowledges the impact of adverse experiences on students' learning and behavior. It emphasizes creating safe, supportive environments, understanding trauma's effects on cognitive and emotional development. Join Attorney Bill Zee and Dr. Laura Sharp as they explore strategies to endure the delivery of FAPE while fostering resilience, promoting academic success, and cultivating holistic well-being among students with diverse needs.

Laura Sharp, Lincoln Intermediate Unit 12
William Zee, Appel, Yost & Zee LLP

A-03 Success for Students with ADHD

Attention deficit hyperactivity disorder (ADHD) has seen a tremendous growth rate over the last eight years. It is a more common diagnosis than any other disability with boys being 12.9% more likely to be diagnosed than girls. Every teacher will encounter one or more students with ADHD at some point. Students with ADHD may present challenges, both behaviorally and academically, for teachers and their peer groups. This session will explore the instructional needs of students with an ADHD diagnosis, the impact of ADHD on students and the classroom, and how to create an educational environment that meets both the academic and social needs of students with an ADHD diagnosis.

Kimberley Bonanni, Maritime Academy Charter School

Break (3:00 PM – 3:15 PM)

Breakout Session 2 (3:15 PM – 4:30 PM)

B-01 Charting a Course: CTC and Teacher Preparation

This presentation details an innovative model to engage aspiring educators while they are in high school. Under the newly approved CIP Code: 13.0101, learn how the Central Westmoreland CTC is collaborating with its sending districts and university partners to provide authentic experiences and college credits for high school students.

Jason Lucia, Central Westmoreland Career & Technology Center
Alexander Novickoff, Central Westmoreland Career & Technology Center

B-02 Family Engagement and Educational Administrators: Leading the Way for Home-School Partnerships

School leaders set the tone for family engagement within their LEAs by taking action to create and maintain successful home-school partnerships. This interactive session will explore the relationship between family engagement and successful academic outcomes, as well as provide opportunities for leaders to discuss real-world strategies to increase collaboration.

Jennifer Geibel, PaTTAN West
Kim Jenkins, PaTTAN East
Greater Latrobe School District
McGuffey School District

B-03 Developing and Implementing MTSS/Trauma Informed Approaches to Meet the Academic, Behavioral, and Professional Needs of Students and Staff

From policy to practice we will explore how to design and implement trauma informed approaches that develop student social and emotional skills within a Multi-Tiered System of Supports (MTSS) framework.

Felicia Gonzalez, Pottsgrove School District
Ann Marie Lucas, Pottsgrove School District
Becky Pappano, Pottsgrove School District

Reception
(4:45 PM – 6:00 PM)

Plan to relax with fellow colleagues during this reception sponsored by PA CASE. Connect with special education leaders from across the commonwealth and enjoy the opportunity to network and mingle. A cash bar and refreshments will be available.

Wednesday, July 10, 2024
(8:30 AM – 4:45 PM)
Transforming Lives Through Action

Breakout Session 3 (8:30 AM – 9:45 AM)

C-01 What Leaders Should Know About Connecting Preschool Early Intervention Service Delivery with a Successful Transition to Kindergarten

Preschool Early Intervention is a critical element in kindergarten readiness for children with disabilities. This session will describe Early Intervention service delivery priorities that strengthen the collaboration between preschool Early Intervention and Early Childhood leaders so that all children transition to kindergarten with a shared foundation for their further learning.

Jodie Holmberg, Early Intervention Technical Assistance (EITA)
Susan Zeiders, Early Intervention Technical Assistance (EITA)

C-02 Navigating the Frontier of AI in Special Education: Insights for School Leaders

This illuminating presentation offers a timely overview of Artificial Intelligence (AI) in the realm of special education. In this dynamic session, participants will delve into the transformative potential of AI technologies, exploring their applications, benefits, and challenges for supporting diverse learners.

Jeremy Gabborin, PaTTAN Central
Lauren Walker, PaTTAN Central

C-03 Intensive Interagency Processes: Responsibilities, Reporting and Resources

Interagency collaboration practices facilitate the involvement of community businesses, organizations, and agencies in transition education. During this session, participants will learn about interagency agreements that articulate roles, responsibilities, communications, and other strategies to foster collaboration and enhance curriculum and program development. LEA responsibilities, reporting and resources will also be discussed.

Roni Russell, PaTTAN Central

Break (9:45 AM – 10:00 AM)

Breakout Session 4 (10:00 AM – 11:15 AM)

D-01 Office of Dispute Resolution (ODR) Overview

This session aims to provide a comprehensive overview of the continuum of dispute resolution options available and the roles played by ConsultLine, facilitators, mediators, and hearing officers throughout the dispute resolution processes. Attendees will leave equipped with knowledge and tools necessary to support their understanding of ODR and the role special education leaders have in working toward resolution and supporting positive outcomes for students with disabilities.

Anna Cook, Office for Dispute Resolution

D-02 Utilizing AI in Special Education: Hands-on Experience for School Leaders

Before attending this session, you should have some level of comfort or experience using Artificial Intelligence (AI) tools or attend the earlier "Navigating the Frontier" session. This hands-on session is designed to provide special education leaders with the experience needed to make informed decisions regarding the use of AI.

Jeremy Gabborin, PaTTAN Central
Lauren Walker, PaTTAN Central

D-03 Collaborative Decision Making with Authentic Family Engagement Facilitates Conflict Resolution

Navigating conflict successfully during the individual educational plan team process is an outcome all interested parties desire. Explore how constructive collaborative decision-making coupled with authentic family engagement facilitates resolution of conflict at the lowest level possible. Come explore shared leadership and collaborative problem solving at the individual child and systems level.

Carole Clancy, Bureau of Special Education
Jacqui DiDomenico, PaTTAN East
Jill Houseal, Families to the MAX
Nikki Huggan, Families to the MAX

Break (11:15 AM – 11:30 AM)

(11:30 AM – 12:30 PM)
Trending Topics from Across the Commonwealth

Join the Bureau of Special Education's Division Chiefs as they address topics important to special education administrators. Equip yourself with knowledge and tools needed to navigate the complexities of special education with confidence.

Representatives from the Bureau of Special Education

Lunch provided (12:30 PM – 1:30 PM)

Vendor Exhibition (1:30 PM – 2:00 PM)

Visit the vendors' exhibits to learn about products and organizations that offer resources and services in support of students with disabilities.

Breakout Session 5 (2:00 PM – 3:15 PM)

F-01 How Pennsylvania Is Increasing Graduation Rates for Students with Disabilities and You Can Too!

Join this interactive session to learn how Pennsylvania is using five phases of implementation to increase graduation rates for students with disabilities. Participants will complete a planning document that guides them through teaming, using an Early Warning System (EWS), aligning evidence-based strategies and interventions, action planning, and monitoring student progress.

Tracy Ficca, PaTTAN East
Laura Moran, PaTTAN Central
LEA Representatives

F-02 Coaching Staff in Classroom Management Skills to Prevent Problem Behaviors

Training provides learners with knowledge, skills, strategies, and resources. However, research indicates giving information does not guarantee implementation of what was learned. Coaching helps bridge the gap between knowing and doing. Coaching involves a cycle of repeated observations and feedback with goal setting, modeling, prompting, and reinforcement. During this session, coaching models and resources for developing a coaching program in your setting will be shared.

Lisa Thomas, Center for Effective Schools

F-03 Beyond Boundaries: Building Inclusive Schools with Include Me

This session will highlight aspects of the "Include Me" program and implementation of inclusive practices by participating school districts, offering attendees a range of insights and perspectives aligned to evidence-based practices. Presenters will explore how schools can go beyond boundaries to create environments where everyone feels valued, respected, and included.

Nicole Emery, The Arc of Pennsylvania
Jennifer Macsisak, The Arc of Pennsylvania

Break (3:15 PM – 3:30 PM)

Breakout Session 6 (3:30 PM – 4:45 PM)

G-01 Empowering Leadership through Legal Understanding: Mastering Special Education's Legal Labyrinth

Embark on a transformative journey unraveling the intricate legal landscape surrounding the education of students with disabilities, a perennial puzzle for special education professionals. This session will facilitate participants' application of legislation and court decisions to special education dilemmas, ensuring clarity, preventing misconceptions, and providing valuable insights for practical implementation.

Constance Lyttle, Drexel University
Rick Sabousky, Grove City College

G-02 Making the Right Instructional and Assessment Decisions for Students with Significant Cognitive Disabilities: Policy and Practice for School Leaders

Special education leaders will explore instructional practices and assessment policies impacting students with significant cognitive disabilities and their teachers. Explore and discuss how the Dynamic Learning Maps system provides accessible content, instructional resources, and professional development. Dive into state assessment determinations and test accommodation considerations.

Kelley DesLauriers, PaTTAN West
Lisa Hampe, PA Bureau of Special Education
Lisa Hauswirth, PA Bureau of Special Education

G-03 Growing Futures: Pioneering Equitable STEM Education

South Fayette Township School District is advancing equitable access to STEM education for neurodiverse populations through cutting-edge agricultural technology and entrepreneurship. Learn how they are leveraging agricultural technology and community partnerships to support STEM learning and career pathways for students with disabilities with a focus on transition programming.

Rachel Andler, South Fayette Township School District
Matt Callison, South Fayette Township School District
Kara Pappas, South Fayette Township School District

Thursday, July 11, 2024 (8:30 AM – 12:00 PM) Turning Challenges and Ideas into Action

Breakout Session 7 (8:30 AM – 9:45 AM)

H-01 The Impact of Special Education Data: Transforming Priorities

This interactive session will challenge special education leaders to consider State Performance Plan data to support successful implementation of IDEA. Leaders will be encouraged to identify their program's strengths and needs as they relate to meeting the requirements of IDEA, and most importantly, individual student outcomes. This session will reveal federally required state performance data with the goal of transforming special education leadership priorities.

John Cica, The Sigma Management Group,

H-02 Unlocking Potential: Teaching Twice - Exceptional Learners in Today's Classroom

Twice - exceptional (2e) learners have often been misunderstood, disciplined, unchallenged, and left behind. In this session, we will explore the marriage between gifted and special education, dive into masking factors, and discuss a variety of strategies for providing instruction for twice-exceptional students in classrooms.

Amy McShane, Allegheny Intermediate Unit 3
Shirley Moyer, Pennsylvania Department of Education
Patrice Semicek, Montgomery County Intermediate Unit 23

H-03 Supporting Students with Disabilities in a Virtual Learning Program

This session will offer a window into a variety of supports utilized by a successful virtual learning program to support the success of all learners online. Learn ways to identify and incorporate support for special populations learners online in a full-time or hybrid format.

Lori Keener, Allegheny Intermediate Unit 3

Break (9:45 AM – 10:00 AM)

Breakout Session 8 (10:00 AM – 11:15 AM)

I-01 Practical Equity Strategies for Schools

Want to make an impact in your school through equitable practices? This session is for you! Come prepared to learn about tried-and-true practices that are actionable and ready to implement. These strategies will help schools on the path to building inclusive environments for all students.

Michelle Lutz, School District of Springfield Township

I-02 Removing Roadblocks: A Roadmap for Interagency Collaboration in Secondary Transition

During this session, participants will learn strategies for seamless coordination among agencies serving youth with disabilities. This session explores best practices, challenges, and innovative solutions to foster collaboration between education and vocational rehabilitation, as well as other agency partners, ensuring a smooth journey towards post-school outcomes.

Hillary Hubbell, Office of Vocational Rehabilitation (OVR)
Hillary Mangis, PaTTAN West
Mara Wolfe, Office of Vocational Rehabilitation (OVR)

I-03 Building Bridges: Strengthening Student Support Networks through Collaborative Partnerships with Speech Language Pathologists and District Leadership

This presentation delves into the importance of forging strong partnerships with Speech Language Pathologists (SLPs) to create a cohesive support network for students. Attendees will gain practical strategies for fostering open communication, leveraging each other's expertise, and implementing evidence-based interventions that address the diverse needs of students, ultimately fostering a culture of collaboration and success.

Matthew Przywara, School District of Lancaster
Christina Rojas, School District of Lancaster

Closing Remarks (11:30 AM – 12:00 PM)

In bringing the 2024 PA Special Education Leadership Academy to a close, The Bureau of Special Education will reflect on the wealth of knowledge shared and connections made. Let's carry forward the lessons learned to continue advancing special education programming.

Representatives from the Bureau of Special Education

General Information

In-Person Registration Fee:

The registration fee is $180.00. Payment may be made by credit card, check, or money/purchase order.

Credit card payment – The PaTTAN registration system is equipped to process payments made by credit card. Credit card payments are entered online as part of the registration process.

Check or money/purchase order payments - Make check or money/purchase orders payable to INTERMEDIATE UNIT 1 and send to the attention of the Business Office, PaTTAN West, 3190 William Pitt Way, Pittsburgh, PA 15238. Email purchase orders to ConferencePO@pattanpgh.net. Checks or money/purchase orders ***must include registrants(s) full name(s)*.**

All payments must be submitted on or before June 30, 2024.

Please note that if your registration fee is not received by June 30, 2024, you will be required to submit payment at the registration desk prior to registering and receiving your Academy materials.

Virtual Registration Fee:

The virtual registration fee is $90.00. Payment may be made by credit card, check, or money/purchase order.

Credit card payment – The PaTTAN registration system is equipped to process payments made by credit card. Credit card payments are entered online as part of the registration process.

Check or money/purchase order payments - Make check or money/purchase orders payable to INTERMEDIATE UNIT 1 and send to the attention of the Business Office, PaTTAN West, 3190 William Pitt Way, Pittsburgh, PA 15238. Email purchase orders to ConferencePO@pattanpgh.net. Checks or money/purchase orders ***must include registrants(s) full name(s)*.**

Payment must be received prior to June 30, 2024, to ensure access to the virtual platform. Online access to the Academy will not be available to participants who have not submitted payment.

Cancellations:

If you are unable to attend the Academy you must cancel your registration by June 30, 2024, by contacting Paula Quinn via email at pquinn@pattanpgh.net, or your registration fee will not be refunded.

Academy Registration:

All participants should register for this PaTTAN-sponsored event by visiting our website at: http://www.pattan.net. Click training calendar and go to July.

For questions regarding registration, contact:
PaTTAN West: Paula Quinn, pquinn@pattanpgh.net

For questions regarding content, contact:
PaTTAN West: Darla Bryant, dbryant@pattanpgh.net
PaTTAN East: Kim Cole, kcole@pattan.net

Special Education Leadership Academy

- Lindsay Gardner
- Loriann Erickson
- Mark Iannini
- Mike Shoaf
- Nichole Seminara

Webinar

Ethical Considerations for Reevaluation of Students with Intellectual and Developmental Disabilities

Webinar

Session Dates

Thursday January 30, 2025 9:00 AM - 11:00 AM - Webinar

Closed

This session explores the ethical dimensions of reevaluating students with intellectual and developmental disabilities (IDD), with a focus on ensuring seamless transitions across life domains. Participants will investigate best practices for reevaluation processes that facilitate smooth transitions for students with IDD, ensuring continuity of services and support. Through interactive panel discussions, we will examine the ethical principles guiding reevaluation, the challenges educators and families face during transitions, and strategies to advocate for systemic changes that promote seamless educational pathways. This session is ideal for educators, administrators, school and psychologists dedicated to creating an educational environment where transitions for students with IDD are seamless and effective.

Objectives

At the end of this training participant will be able to:

- Describe best practices for reevaluation for students with intellectual and developmental disabilities to ensure smooth transitions to best ensure continuity of services and support
- Describe barriers individuals with intellectual and developmental disabilities face without up-to-date standardized assessments when transitioning out of school-aged services
- Describe proactive and collaborative approaches to reevaluation

Target Audience

School Psychologists, Student Services Directors, Transition Coordinators, Special Education Teachers

Event Info

Event Type:

WEBINAR

Credit Type:

ACT 48 CLOCK HOUR | ETHICS | NASP CPD | PSYCH | NO CREDIT

Presenters:

PaTTAN Educational Consultant, Angela Fortney

Event Contact:

Registration:
Tina Rife
trife@pattan.net
717-901-2278

Content Contact:
Erica Kaurudar
ekaurudar@pattan.net
717-901-2242

Ethical Considerations for Reevaluation of Students with Intellectual and Developmental Disabilities

- Marissa Mangie

THE 8TH ANNUAL CONFERENCE OF THE READING LEAGUE
OCTOBER 15 - 17, 2024 • CHARLOTTE, NORTH CAROLINA

TUESDAY, OCTOBER 15

TIME	LOCATION	SESSION INFORMATION
1:15 - 4:15 pm	*E219CD*	*RTI Revisited: Where Are We Now? (Limited seats available)*
3:00 - 4:15 pm	*E219AB*	***Altheria Caldera, Maria Murray, and the Educators of Color Conference Community*** *All Means All: The Intersection of SoR and Culturally and Linguistically Responsive Literacy Instruction*
4:15 - 7:00 pm	*A Concourse*	*Early Check-In*
5:00 - 7:00 pm	*Richardson Ballroom*	*Welcome Reception Hosted by The Reading League Chapters*

WEDNESDAY, OCTOBER 16

TIME	LOCATION	SESSION INFORMATION
7:00 - 8:45 am	*A Concourse*	*Check-In*
	Hall B	*Breakfast*
9:00 - 10:30 am	*Crowne Ballroom*	***The Reading League Opening and Keynote by Zaretta Hammond*** *Leveraging the Science of Reading for Liberatory Education*

FLOOR LEVEL KEY

Level 1 (Hall B) - Meals
Level 2 (Crowne Ballroom, Richardson Ballroom and E-W# rooms) Exhibition Area, Keynote and Breakout Sessions

COMPASS POINTS

- Language Variations and English Learners
- Building and District Administration
- Policymakers and State Leaders
- Learning Challenges, Dyslexia, Intervention and Assessment
- Educators: Foundational Skills
- Educators: Language Comprehension and Writing
- Adolescents
- Educator Preparation
- Additional Compass Point Topics

TIME	LOCATION	SESSION INFORMATION
10:45 am - 12:00 pm **SESSION 1**	**E219AB**	**Eira Cotto Pidgeon** *Spanish 101 for Emergent Bilingual Teachers: Lessons From Teaching Spanish Reading*
	E219CD	**Melissa Orkin and Elizabeth Norton** *When Practice Isn't Enough: Providing Explicit, Systematic Fluency Instruction In Upper Elementary*
	E220ABCD	**Amy Siracusano** *Developing Proficient Writers: What Does the Sentence Have to Do With it?*
	E220EF	**Kymyona Burk and Casey Sullivan Taylor** *Closing the Implementation Gap: Strengthening the Bridge Between Policy and Practice*
	W206AB	**Molly Ness** *The More you Read, the More you Know: Best Practices for Comprehension Instruction*
	W207ABC	**Wesley Hoover** *The Simple View of Reading: Definitions, Criticisms, and Contrasts*
	W209CDEF	**Ryan Lee-James** *From Language to Liberation: Knowledge and Practice for Each Child and Every Educator*
12:00 - 1:30 pm	*Hall B*	**Lunch, Networking, and Author Signings** *(Zaretta Hammond, Nancy Hennessy, Ameer Baraka, Anita Archer, Lyn Stone, Pam Snow)*
1:30 - 2:45 pm **SESSION 2**	**E219AB**	**Jamey Peavler** *Building Your Scientifically-Based ELA Block*
	E219CD	**Jasmine Rogers** *Real Talk, No Classroom is Monolingual: Embracing Black Language in Structured Literacy Lessons*
	E220ABCD	**Devon Gadow and Meredith Cotter** *Avoiding the "Implementation Gap": The Critical Role of School and District Leaders in Translating the Science of Reading Into Classroom Change*
	E220EF	**L. Rhyne, A. Rhyne, R. Fofaria, C. Walters, N. Hennessy, and M.Campbell** *North Carolina Literacy: How Statewide Initiatives and Nonprofit Grassroot Efforts are Working Together to Impact Student Outcomes*
	W206AB	**Karen Kehoe** *Talking to Families About Dyslexia: Where Do I Start?*
	W207ABC	**Carolyn Strom** *Understanding the Early Reading Brain: Building Capacity, not Compliance*
	W209CDEF	**Lauren Taylor and Ameer Baraka** *Undiagnosed: The Ugly Side of Dyslexia*

WEDNESDAY, OCTOBER 16 *(continued)*

TIME	LOCATION	SESSION INFORMATION
3:00 - 4:15 pm SESSION 3	E219AB	**Kay Wijekumar and Kacee Lambright** *The Science of Reading Comprehension: Powerful Learning With Knowledge Acquisition and Transformation*
	E219CD	**Danielle "Nell" Thompson** *The Language Foundations of Reading: From Research to Practice*
	E220ABCD	**Stephanie Stollar** *Tier 1 Instruction Is Risk Reduction*
	E220EF	**Anita Archer** *Explicit Instruction: Key to Academic Achievement*
	W206AB	**Cammie McBride** *Supporting Multilingual Learners in the Classroom*
	W207ABC	**Alex Shelton** *Supporting Secondary Students' Literacy Outcomes Using Evidence-Based, Culturally and Linguistically Responsive Instruction*
	W209CDEF	**Joy Chadwick and Jodi Nickel** *Structured Teacher Education for Structured Literacy: How We Changed Our Literacy Courses*
4:15 - 4:45 pm	*Hall B*	**Networking Break**
4:45 - 6:00 pm SESSION 4	E219AB	**Tracy Weeden and Catherine Scott** *Foundations of Literacy: A Comprehensive Approach*
	E219CD	**Margaret Goldberg** *Differentiation Done Right*
	E220ABCD	**Lyn Stone** *Trick or Treat? What 'Tricky' Words Show us About the Whole System*
	E220EF	**Nyshawana Francis-Thompson** *Accelerate Philly: A District's Journey Adopting High Quality Instructional Resources*
	W206AB	**T. Serry, J. Buckingham, L. Hammond, and P. Snow** *Teacher Preparation: Pushing Uphill from Down Under: An Australian Perspective*
	W207ABC	**Michael Hunter** *Help! My Student Is Stuck at Sound-by-Sound Reading*
	W209CDEF	**Zaretta Hammond** *Five Ways to Use Word Study to Build Knowledge and Increase Comprehension*
6:00 - 8:00 pm	*Richardson Ballroom*	**Evening Reception**

THURSDAY, OCTOBER 17

TIME	LOCATION	SESSION INFORMATION
7:00-8:00 am	*Hall B*	**Breakfast and Networking**
8:15 - 9:30 am SESSION 5	E219AB	**Tiffany Hogan** *Language Comprehension and Developmental Language Disorder: Considerations for MTSS*
	E219CD	**Michelle Elia** *Mitigating the Matthew Effect for Struggling Adolescent Readers*
	E220ABCD	**Holly Lane** *The Science of Reading: How Can I Tell if What I'm Doing Is Really Backed by the Science?*
	E220EF	**Ellen Kappus** *Learn to Implement an Evidence-Based 7-Step Vocabulary Instructional Routine*
	W206AB	**Ramona Pittman, Malatesha Joshi, and Emily Binks-Cantrell** *Bridging the Science of Reading and African American Students' Reading Success*
	W207ABC	**Sharon Vaughn** *Embedding and Aligning: Expanding Our Thinking on Improving Treatment Effects for Students With Reading Difficulties*
	W209CDEF	**Elizabeth Stevens and Christy Austin** *Understanding the Orton Gillingham Meta-Analysis: How Does This Fit Within the Science of Teaching Reading?*

THURSDAY, OCTOBER 17 *(continued)*

TIME	LOCATION	SESSION INFORMATION
9:45 - 11:00 am SESSION 6	E219AB	**Anita Archer** *Applying What We Know to Informative Passages*
	E219CD	**Jessica Toste** *Word Connections: Multisyllabic Word Reading Intervention for Students in the Intermediate Grades*
	E220ABCD	**Nancy Young, Kymyona Burk, Jan Hasbrouck, Laura Stewart, and Christy Austin** *All Means All – But How?*
	E220EF	**Elsa Cárdenas-Hagan and Dale Webster** *Structured Literacy: What Every Educator Should Know*
	W206AB	**Steven Dykstra** *Understanding How Trauma and Stress Impact Student Performance*
	W207ABC	**Julie Washington** *The Structure of a Reading Revolution*
	W209CDEF	**Sonia Cabell** *Content-Rich Literacy Instruction in the Primary Grades*
11:15 am - 12:45 pm	*Crowne Ballroom*	***Keynote by Linnea Ehri and Barbara Foorman**: Clarifying Concepts in the Science of Reading and Their Application in Practice*
12:45 - 2:00 pm	*Hall B*	**Lunch, Networking, and Author Signings** *(Nancy Young, Jan Hasbrouck, Elsa Hagan, Michelle Hosp, Sonia Cabell, Lindsay Kemeny)*
2:15 -3:30 pm SESSION 7	E219AB	**Kristen Wynn** *Building a Solid Literacy Infrastructure to Improve Outcomes for All Students*
	E219CD	**Dale Webster** *Language Support for Multilingual Learners During a Phonics Lesson Sequence*
	E220ABCD	**Edward Rangel and Chrissy Franz** *Literacy Adelante: An Indiana School's Data-Informed Journey to Improved Foundational Skills in K-3 Classrooms*
	E220EF	**Pam Kastner, Erin Eighmy, and Tambra Isenberg** *Getting Started with Structured Literacy in Grades 3-5*
	W206AB	**Nancy Hennessy** *So, How is Knowledge Both the Result of and Vehicle for Constructing Comprehension?*
	W207ABC	**Malatesha Joshi and Emily Binks-Cantrell** *Why Are Our Children not Reading on Grade Level?*
	W209CDEF	**Eiman Abdulrahman, Andrew Aligne, Todd Porter, and Robert Rogers** *Literacy as a Child Health Issue: Pediatricians as Allies in Promoting the Science of Reading*
3:45 - 5:00 pm SESSION 8	E219AB	**Laura Heneghan** *10 or so Things to Know About Education Law and Reading*
	E219CD	**Katie Pace Miles** *Orthographic Mapping and Phase Theory: Translating Research to Guide Practice*
	E220ABCD	**Michelle Hosp** *ABCs of CBM: Why and How to Use CBMs*
	E220EF	**Steven Dykstra** *Implicit Learning Should Never be the Plan (But it Should Always be the Goal)*
	W206AB	**Antonio Fierro and Julie Washington** *Translanguaging and Building on the Linguistic Assets of All Students*
	W207ABC	**Carol Tolman** *Teaching With Specificity in Mind: A Case Study Approach*
	W209CDEF	**Jan Hasbrouck** *"Is She on Grade Level?" Taking Another Look at How We Discuss Reading Levels K-3*
5:00 - 5:30 pm	*Main Exit*	**The Reading League Closing Celebration**

Reading League Annual Conference

- Edward Monahan
- Kristi Hronas
- Megan Williams

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Prepare for Leadership

Tomorrow, you help lead, changing literacy instruction forever

The IMSE Literacy Summit 2025 is tomorrow! Get ready to take in some insightful sessions, refine your practice, and build your community. Over just a few hours, this exclusive event will elevate your teaching, strengthen your leadership, and unlock literacy for generations of new students. Plus, you'll earn a 6-hour CE certificate!

This is your link to join the Summit tomorrow. The Summit will start at 9 a.m. ET.

Link to Join

In case you forgot, here are some of the actionable discussions you'll be able to watch:



Becoming the Literacy Leader Children Deserve

Join Dr. Terrie Noland, Literacy Leadership Mentor and Coach, for her keynote session: "Going from 'I'm Just' to 'I'm Justified': Becoming the Literacy Leader Children Deserve." This inspiring presentation is about shifting your mindset and owning your role as a literacy leader.



Getting Comfortable with Being Uncomfortable

Dawn Brookhart, Co-Founder, Ed Cap Consulting LLC and Vice President and Co-Founder, The Reading League Pennsylvania, shares how we can lean into the discomfort of growth and transformation and discover how to inspire lasting change in our school communities.



Bridging Practice and Evidence

Tiffany Hogan, Professor and Director of the Speech and Language (SAiL) Literacy Lab; Professor, Department of Communication Sciences and Disorders, MGH Institute, describes implementation science with a focus on examples

of how to use this method to improve schoolwide evidence-based practices.



Teacher-led Innovations in Literacy

Dr. Danielle Thompson, Founder and President, The Transformative Reading Teacher Group and The Big Sky Literacy Summit, and Nickie Nelson, first grade teacher, Livingston Public Schools, share how teachers' leadership decisions have great impact on early identification of risk, addressing both word reading and language comprehension, and implementing a reliable oral language screener and curriculum.



If You Can't Make the Live Session, Don't Worry! A Recording Will Be Available.

The IMSE Literacy Summit 2025 Recording will be available in your account on March 10th for on-demand access.

Access the Summit

IMSE Comprehensive OG Plus

- Marissa Mangie

Subject: PaTTAN Training Announcement - Designing Purposeful Practice in the Mathematics Classroom: High-Impact Retention Strategies

The Pennsylvania Department of Education, Bureau of Special Education is pleased to announce the following training opportunity:

Designing Purposeful Practice in the Mathematics Classroom: High-Impact Retention Strategies

Date/Time/Locations:

PaTTAN CENTRAL **(attendance for all in-person dates is required)**
January 28, 2025 & March 4, 2025 – 9:00 AM – 3:30 PM

PaTTAN EAST **(attendance for all in-person dates is required)**
January 29, 2025 & March 3, 2025 – 9:00 AM – 3:30 PM

PaTTAN WEST **(attendance for all in-person dates is required)**
February 3, 2025 & March 6, 2025 – 9:00 AM – 3:30 PM

Elevate your mathematics instruction with this engaging training. Tailored for educators across all grade levels (K-12), this series focuses on equipping teachers with research-based strategies to enhance acquisition and retention of critical mathematical concepts and skills throughout the academic year.

In this training, participants will dive into the cognitive science behind learning and retention, exploring how students acquire and maintain mathematical knowledge. With a focus on practical applications, teachers will learn how to incorporate high-impact strategies into their classrooms, including blocked practice, spaced learning over time, interleaving, and retrieval practice. These techniques are designed to make practice sessions more intentional, engaging, and effective in fostering both initial acquisition and long-term mathematical understanding.

Through interactive activities, collaborative planning sessions, and focused discussions, participants will leave equipped with actionable tools and insights to design purposeful and impactful practice opportunities tailored to their students' needs.

Target Audience: Special educators, General educators, Administrators, & TaC.

Presenter: Dr. Paul Riccomini

Dr. Paul Riccomini is a highly respected expert in mathematics education, specializing in high intensity instructional techniques (HIIT) to support mathematical learning in all students. With a mathematics degree and dual certifications as a high school math and special education teacher, Paul possesses in-depth knowledge of content matter and evidence-based instructional techniques. Drawing from extensive classroom experience, Paul understands the unique challenges faced by secondary mathematics teachers.
Guided by principles from cognitive science, the science of learning, and learner characteristics, Paul collaborates with teachers and instructional coaches to develop engaging

and effective instructional activities. These activities promote conceptual understanding, critical thinking, and problem-solving skills throughout the academic year, ensuring sustained student growth.

With a rich background spanning 30 years, Paul has made significant contributions to mathematics education. His research focuses on innovative teaching strategies and pedagogical approaches, providing practical and research-based methods to enhance math instruction. Educators seeking valuable resources can rely on Paul's work to improve their teaching practices.

Credits: ACT 48 clock hours

Registration Information:

You may register online by clicking on the name of the event on the Training Events Calendar at: https://www.pattan.net/events/

For content related information and questions, please contact: Jared Campbell at jcampbell@pattan.net or 717-901-2227.

For general registration information and questions, please contact: Sonya Barksdale at sbarksdale@pattan.net or 717-901-2268.

For directions to PaTTAN offices, please visit: https://www.pattan.net/About-Us/Offices

To unsubscribe from announcements click the following link
https://learn.pattan.net/Aspx/Public/Common/SubscriptionLink.aspx

Purposeful Practice Math

- Kara Eckels

Understanding Special Education Supports

Agenda

-What is an IEP
-When IEP meetings are held
-Review sections of IEP
-Understanding accommodations
-Review of Supports offered
-Parent Student Q&A

Attendance Sheet

-PA Cyber Parents and Students

Schedule at a Glance

Tuesday, November 5	
8:00am-6:00pm	Registration Open
12:00pm-6:00pm	Exhibitors Open
12:00-4:00pm	Forging Innovations in Program Development: CEC 2020 Initial Practice-Based Preparation Standards (K-12) as the Basis for Program Development and Assessment **Additional Cost*
1:00pm-4:00pm	Embracing Artificial Intelligence in Educator Preparation and Professional Development: A Path to Inclusive Excellence **Additional Cost*
4:30pm–5:30pm	Opening General Session

Wednesday, November 6	
7:30am-5:00pm	Registration Open
7:30am-6:30pm	Exhibit Open
7:30-8:45 am	Continental Breakfast
8:00-8:50am	Programming
9:00-9:50am	General Business Meeting & Awards Ceremony
10:00am-3:50pm	Programming
4:00pm-5:30pm	**Opening Remarks from Valerie Williams, Director, Office of Special Education Programs Office of Special Education and Rehabilitative Services**. followed by **Keynote:** "There are years that ask questions and years that answer": Poking at the research in special education

Thursday, November 7	
7:30 am-5:30pm	Registration & Exhibitors Open
7:30am-8:45am	Continental Breakfast
8:00-8:50am	Programming
9:00-9:50am	Washington Update
10:00am-3:50pm	Programming
10:00am-10:50am	TED Town Hall : Listening Session with TED President, Kyena Cornelius
1:00pm-3:50PM	Kaleidoscope Poster Session

Friday, November 8	
7:30-8:45 am	Continental Breakfast
7:30-10:30am	Registration & Exhibitors Open
	Keynote Follow Up: Forging Inclusive Research Partnerships (Part 2): Developing a Path Forward **Speakers:** Bill Therrien, Bryan Cook, Wendy Rodgers, Ambra Green
8:00-11:50am	Programming

Teacher Education Division of the Council for Exceptional Children

- Brooklyn Rochna
- Meagan Crawford

Creating an Educational Environment for Students with Intellectual and Developmental Disabilities

Agenda

-Review of ID and DD diagnosis
-Understanding student needs
-Classroom structure
-Setting the environment
-Best practices in the classroom

Ethical Consderations for Recovery

- Brittany Prisuta
- Lacey Lodovico
- Tiffany Robinson

STEELS Standards and IEP Goals

Agenda

-Review of STEELS Standards
-Understanding the standards
-IEP Goal writing
-Including standards in IEP goals
-Examples and Discussion

Purposeful Practice Math

- Kara Eckels

MOUs are provided in the Safe Schools Report

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RMU IN THE HIGH SCHOOL ENROLLMENT AGREEMENT
BETWEEN ROBERT MORRIS UNIVERSITY
AND PENNSYLVANIA CYBER CHARTER SCHOOL

This is an Agreement dated as of February 25, 2025 and between Robert Morris University ("RMU"), located at 6001 University Boulevard, Moon Township, PA 15108, and Pennsylvania Cyber Charter School ("School"), located at 652 Midland Avenue, Midland, PA 15059 to offer RMU in the High School courses subject to the terms and conditions set forth below.

The parties agree as follows:

1. Course Titles and Numbers (the "Courses") will be taught by the high school teachers listed in Appendix A ("the Appointed Teacher") with approval from the applicable RMU Department Head (the "Department Head"), of the Department, also listed in Appendix A. Appendix A may be updated from time to time without need to amend this Agreement, provided any new Appointed Teacher teaching the Course complies with Paragraph 5, below. School must indicate the method of Course delivery (e.g., on-ground, online, hybrid) on Appendix A. While a Course may be delivered in online or hybrid fashion, the online portion of the delivery must be synchronous (i.e., asynchronous delivery is not permitted).

2. For pre-existing courses that the School offers to its students through other institutions of higher education, RMU agrees to recognize as equivalent those courses listed in Appendix B (if applicable). Courses recognized as equivalent will be accepted for credit at RMU provided students earn a minimum grade of "C" as determined by the institution issuing the grade and credit. RMU requires a transcript evaluation for all non-RMU college coursework taken by the student in order to award credit to a student who is enrolling at RMU.

3. Students at the School who successfully complete the School's Courses listed in Appendix A, Column "F. Corresponding Course" will receive three (3) or four (4) college credits per Course and a letter grade for the Course at RMU listed in Appendix A, Column "A". The School may assign its own letter grades based on its policies, but agrees that the corresponding letter grades for the Course at RMU will be based according to the Robert Morris University Grading Scale, which is as follows:

   A 93-100%; A- 90-92%; B+ 87%-89%; B 83%-86%; B- 80-82%; C+ 77-79%; C 70-76%; D 60-69%; F Below 60%.

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4. Three-credit introductory Courses consist of 45 hours of lecture and four-credit Courses consist of 45 hours of lecture and 15 hours of lab.

5. The Course materials shall meet the standards and requirements developed by the Departments for these Courses, including use of the departmental syllabi, which are contained in Appendix C, and required textbook, which are listed in Appendix A. Prior to beginning a Course, the School shall provide RMU with its Course syllabus via RMU's online portal. RMU shall provide School with instructions on accessing this portal. All lecture sessions will be taught at the School by the Appointed Teacher, or such other School teacher as from time to time may be appointed by School and approved by RMU as the Course instructor. The School shall provide in Appendix D the names, work addresses, emails, and a list of assigned RMU in the High School Courses for all Appointed Teachers listed in Appendix A. All Appointed Teachers shall have attained a Master's degree, at a minimum, and possess content knowledge/teaching experience. All Courses taught within the Education department require the Appointed Teacher be appropriately certified by the Pennsylvania Department of Education. If School assigns co-teachers for a Course, at least one appointed teacher must meet the above criteria.

6. The Appointed Teachers, or such other School teacher (pursuant to Section 5 above), will teach the Courses on the School's premises. Within 15 days of the Registration Deadline (defined as October 15 for fall and year-long Courses and March 15 for spring Courses (or the next business day if such date falls on a weekend), Appointed Teachers shall use RMU's online portal to verify the roster of all students who are taking the Course. The Appointed Teacher, or any other School teacher who is teaching the Course will not: (i) receive any financial compensation or other benefits from RMU; (ii) be considered an employee of RMU; (iii) have any express or implied right of authority to assume or create any liability, obligation or responsibility on behalf of or in the name of RMU; or (iv) receive any workers' compensation or unemployment insurance coverage from RMU. At all times the Appointed Teacher shall remain an employee of the School, and the School shall provide evidence of general liability and workers' compensation insurance coverage to RMU.

7. The School shall permit RMU faculty and / or students to participate in one (1) Course session at the School, on a date to be mutually agreed upon.

8. School shall bring all students enrolled in the RMU in the High School Courses outlined in Appendix A to RMU's campus for an 'RMU Academic Immersion Day' that RMU will organize and facilitate each semester the RMU in the High School Courses run. For those students unable to attend, RMU will offer additional opportunities to participate in the programming. Within fifteen business days of the start of each semester that a Course runs, RMU and School shall agree upon the date of the RMU Academic Immersion Day. Students must individually register for the Academic Immersion Day via RMU's online form, which will be provided to the Appointed Teacher to provide to the students, at least thirty (30) days prior to the scheduled Academic Immersion day.

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9. RMU prohibits 9th and 10th grade students from taking any of the courses listed in Appendix A for college credit. RMU may, in its sole discretion, permit 10th grade students to participate in certain Courses listed in Appendix A for college credit, provided RMU agrees to do so prior to the respective Course's start.

10. Prior to the beginning of a Course, School shall inform all interested enrollees and their parents that the Course fee under this Agreement is $250/Course. Each student seeking to enroll in a Course must register for that Course using RMU's online portal by the Registration Date (as defined above). Students and/or their parents/guardians must pay the $250 Course fee to RMU using the online portal by the payment deadline, which is November 15th for fall & year-long courses and April 15th for spring courses (or the following business day if this date falls on a weekend). Students who have not paid the Course Fee by the payment deadline will be removed from the course. The Add/Drop Deadline is the same date as the payment deadline. Students who have dropped a course by the Add/Drop Deadline will receive a full refund. No refunds will be granted after the Add/Drop Deadline.

11. The Course fee described above is due and payable in order for a student to receive RMU-credit for the Course.

12. The School will be responsible for the safety of all students if they are transported to and from the RMU campus.

13. The School's students will comply with RMU's Code of Student Conduct, and other safety rules and regulations while on RMU's campus. Students who violate this part of the Agreement may, at RMU's discretion, be dropped from the program.

14. Within one week of the end of the School's applicable academic term, the Appointed Teacher for the Course shall submit the appropriate grade for each student using RMU's online portal so that the grades can be included in the student's transcript. Such grade shall reflect the student's proficiency in the course and be based on the RMU grading scale (see section 3 above). Students can securely access electronic or print transcripts showing RMU credits and grades earned through the National Student Clearinghouse for a fee paid directly to the third party company.

15. As a result of successfully completing the Course at the School, the School's students will have completed the requirements for credit for the corresponding course at RMU. Other than as set forth in this Agreement, the students in the Course shall not be considered to be RMU students and shall not be entitled to any of the services or use of the facilities at RMU, other than to the extent that such services and facilities are available for use to and by the general public.

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16. The School agrees to work cooperatively with RMU Department Heads and/or designated faculty liaisons to review course expectations in advance of the start of the course and to ensure curriculum fidelity and assessment requirements. The School also agrees to work cooperatively with the RMU Provost's Office, Department Heads, and/or designated faculty liaisons to administer RMU outcomes assessments in courses at RMU's direction.

17. The School agrees to promptly notify RMU in the event that it receives notice that a short-term or long-term substitute teacher will need to be retained to replace a previously approved instructor of a course listed in the above table, and provide qualifications of the proposed substitute instructor to RMU for review and approval.

18. Nothing expressed or implied in this Agreement is intended to confer, nor shall confer, any rights or remedies upon any person other than the parties and their respective successors and permitted assigns.

19. Neither RMU nor the School may assign this Agreement in whole or in part without the prior written consent of the other party.

20. This Agreement shall become effective as of the last signature date set forth below. This Agreement may be terminated by either party, with advance written notice of ninety (90) days; provided, however, if the notice of termination is given prior to the end of RMU's fall or spring semester, then the termination date shall be, at the end of such applicable semester.

21. The School shall indemnify and hold harmless RMU including, without limitation, its agents, directors, officers, employees, invitees, guests, and / or Trustees from and against all claims, losses, costs, damages, and expenses (including, without limitation, attorneys' fees) relating to injury or death of any person or any damage to real or personal property whether the above result from or arise in connection with 1) any breach by the School, its student(s), or faculty of any provision of this Agreement; 2) School's use or occupancy of RMU through its student(s) or faculty; or 3) any negligent act or omission by School's student(s), faculty, employees, and/or agents. This section shall not apply to any loss or action resulting from the gross negligence of RMU or its agents, employees, directors, officers, invitees, guests or trustees.

22. School will ensure that all teachers participating in this program will have all background checks and clearances mandated by the Pennsylvania Department of Education (the "PA DOE"), including without limitation PA Act 33 (Child Abuse Clearance), PA Act 34 (Criminal History Clearance), and PA Act 114 of 2006 (FBI National Criminal History Background Check – Fingerprinting), and any other clearances that may be mandated by the PA DOE from time to time.

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23. Both RMU and the School shall comply with their respective obligations under Section 504 of the Americans with Disabilities Act.

24. This Agreement constitutes the entire Agreement between the parties. No modification or amendment shall be binding upon the parties until reduced to writing and signed by both parties.

25. Each party must receive the consent of the other Party prior to any use of the other Party's name, logos, images, mark, symbol, trademarks for publicity or advertising. Each Party will receive the prior consent of the other Party before issuing any press release, event, sign, or other publicity concerning this Agreement; such consent will not be unreasonably withheld or delayed.

26. Any notices required to be sent under this Agreement shall be sent by regular or first-class mail to the following addresses:

Relevant Dates:

Registration Date: October 15 for fall and year-long Courses and March 15 for spring Courses (or the next business day if such date falls on a weekend).

Payment and Add/Drop Deadline: November 15th for fall & year-long courses and April 15th for spring courses (or the following business day if this date falls on a weekend).

If to School:
PA Cyber
652 Midland Avenue
Midland, PA 15059
Attn: Mr. Brian Hayden

If to RMU:
Robert Morris University
6001 University Boulevard
Moon Township, PA 15108
Attn: Dr. Jill Kurp

With a copy to: Robert Morris University
6001 University Blvd Moon
Township, PA 15108
Attn: Office of General Counsel

[Signature Page Follows]

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IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the date set forth below.

PENNSYLVANIA CYBER CHARTER SCHOOL

By: _____ Date: 5.21.2025

Signature

Brian Hayden, Chief Executive Officer

ROBERT MORRIS UNIVERSITY

By: Keith Roeper Date: June 6, 2025

Keith Roeper, Chief Financial Officer

DUAL CREDIT AFFILIATION AGREEMENT
COMMONWEALTH CAMPUSES

THIS AGREEMENT ("Agreement") is made and entered into as of the date of the last signature (the "Effective Date") by and between The Pennsylvania State University, a state-related institution and instrumentality of the Commonwealth of Pennsylvania ("University"), and PA Cyber Charter School ("School District").

WHEREAS, University offers dual credit coursework (the "Program") to certain qualified high school students and School District desires to make the Program available to its students; and

WHEREAS, For any dual credit programs, Pennsylvania law requires school entities to enter into agreements with institutions of higher education and this agreement outlines the requirements required under **24 Pa. Stat. § 15-1525**

WHEREAS, the parties desire to define their roles and responsibilities with respect to the Program consistent with Pennsylvania law.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual promises and covenants contained herein, and intending to be legally bound hereby, the parties agree as follows:

1. **Term and Termination.**

(a) Term. This Agreement shall commence on the Effective Date and shall continue for a period of five (5) years. Upon the expiration of this Agreement, this Agreement shall automatically renew for successive twelve (12) month periods.

(b) Termination of Agreement. This Agreement may be terminated by either party, with or without cause, at any time, upon sixty (60) days prior written notice to the other party; provided, however, that any student already enrolled and participating in dual credit coursework as of the effective date of termination shall be permitted to complete their then-current coursework.

2. **Student Eligibility and Enrollment**

Students who meet the following criteria are eligible to participate in the Program:

(a) Students who have completed their 11th grade year or are currently in their 12th grade year of high school are eligible to enroll in the Program.
(b) The student must submit an enrollment form, signed by the School District to the University campus where they plan to enroll, along with an official high school transcript.
(c) Deadlines for Program applications are August 1 for fall semester, December 1 for spring semester, and June 1 for summer session.
(d) Exceptions for underclass students are considered on a case-by-case basis. These students must submit the enrollment application, signed by the School District, a high school transcript and a letter or recommendation from the School District

(b) Students who have graduated from high school are not eligible for the Program.
(c) Any student enrolled in the Program must be making satisfactory progress toward fulfilling secondary school graduation requirements and have been approved for university-level coursework as determined by the School District and approved by the University.
(d) Students in the Program must maintain a minimum cumulative grade point average of 2.0 in each University course in which the student is enrolled.

3. Courses Offered

(a) The University will share the list of courses eligible for the Program with the School District.
(b) Whenever possible, University courses are aligned to the student's high school graduation requirements, the requirements of a career and technical education (CTE) program offered by the School District, or a career pathway offered by the School District.
(c) Whenever possible, University courses available through the Program shall not supplement or supplant courses offered by the School District to its secondary school students.
(d) Courses may be offered in person, online or as a combination of in person and online.
(e) Credits earned by students enrolled in the Program shall be equivalent to the credits offered to a postsecondary school student regularly enrolled at the University, including without limitation enforced prerequisites, and the use of an identical curriculum, assessments and instructional materials, and shall be recorded on a University transcript which shall be available to any student enrolled in the Program. Course descriptions are publicly available in the University Bulletin which is accessible through the University's Registrar's website.
(f) The courses will be non-remedial.

4. Program Instruction

(a) Program courses will be taught by instructors hired and approved by the University. Program courses may be taught on a University campus or at a School District location, as determined by the University and the School District.
(b) In compliance with Pennsylvania Child Protective Services Law and University policy, the University will confirm that faculty who teach classes in which dual-enrolled students under the age of 18 are registered; are required to have the following three clearances: Pennsylvania State Police Criminal Background Check (SP4-164), Pennsylvania Child Abuse History Clearance Form (CY-113), and Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report) and that they have completed University mandatory reporter training as required by University policy in effect from time to time.

5. Course registration process and deadlines

(a) Students in the Program may schedule up to eight (8) credits in each of the fall and spring semesters or in the summer between their junior or senior year.
(b) The School District and the University must both approve each student's course selection prior

to enrollment for any student seeking participation in the Program.

(c) The School District will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the appropriate secondary school graduation requirements.

(d) The University will award postsecondary credits to students who successfully complete courses in the Program. The University will apply these credits in the same manner as for other regularly enrolled University students.

(e) If a Program student becomes a regularly enrolled student at the University following graduation from secondary school, the University shall recognize credits earned in the Program as applying toward the student's degree requirements as it would for any other regularly enrolled postsecondary student who took the courses.

6. Communication of Program

Both the University and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures outlined in this agreement to parents and students.

7. Additional Administrative Responsibilities

(a) Data Sharing

1. The Family Educational Rights and Privacy Act of 1972 ("FERPA"), 20 U.S.C. § 1232g and its implementing regulations allows student education records to be shared between the University and the School District without the need for signed releases from students or parents.
2. The Enrollment Management Office at the University campus will provide information on the following items to the School District:
   - The names of students enrolled in dual enrollment.
   - Courses that were taken by each student.
   - Grades earned by the student
3. The University will notify the School District of any mid-semester progress reports that indicate that a dual credit student is in risk of failing a course.

(b) Program Costs

1. Penn State University's tuition for courses available through the Program is updated annually and is publicly reported through Penn State's Tuition Calculator located at the University's Bursar website.
2. Students enrolled in the Program receive a tuition adjustment from the University that is equivalent to a 50% reduction of the in-state tuition rate. Students are responsible for paying all applicable student fees.
3. Students receiving the Penn State employee dependent tuition discount are not eligible for both

the Penn State dual credit reduction and the employee dependent tuition discount.

4. If grant funding is provided by the School District, it will be forwarded to Penn State to reduce the cost of tuition and fees.
5. The University Bursar Office will directly bill the student/parents for the outstanding balance of any Program student's tuition and fee costs after all adjustments and grant funding are applied.
6. Students are responsible for their own transportation to and from the University.

8. **Disability Services**. Students in the Program are admitted without regard to disability and are held to the same standards and expectations as all other regularly enrolled University students.

(a) Students are responsible for contacting the University's Office of Student Disability Resources ("SDR") to seek out accommodations under the Americans with Disabilities Act ("ADA") and to self-disclose any disabilities.
(b) Accommodations provided by the University may not be the same as those contained in the student's Individualized Education Program and 504 program processes receive at their secondary institution.
(c) School District may work in collaboration with SDR in connection with seeking reasonable accommodations under the ADA. Students interested in the Program may engage with SDR upon acceptance into the Program and any accommodation letters would be issued upon enrollment.

9. **Non-Discrimination**

The University and School District agree that, in performing their obligations pursuant to this Agreement, to provide a safe academic and working environment free from discrimination and harassment. Discrimination, harassment and retaliation on the basis of protected status, including an individual's race, color, creed, ethnicity, ancestry, national origin, genetic information, sex, gender, gender identity or expression, sexual orientation, age, religion, marital status, veteran status, disability or physical ability, socioeconomic background, or other legally protected classification, are unlawful and strictly prohibited.

10. **Miscellaneous Provisions**

(a) Independent Contractor Status of the Parties. The parties hereby acknowledge that they are independent contractors, and neither the University nor any of its agents, representatives, students or employees shall be considered agents, representatives or employees of the School District and, further, neither School District nor any of its agents, representatives or employees shall be considered agents, representatives or employees of University. In no event shall this Agreement be construed or represented by either party as establishing a partnership or joint venture or similar relationship between the parties hereto. University and School District shall be liable for their respective debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits on behalf of their respective employees.

(b) Responsibility. Each party shall be responsible for its own acts and omissions, and those of its trustees, directors, officers, employees, and agents.

(c) Notices. All notices, requests and other communications pursuant to this Agreement shall be in writing and sent by first class mail or email to each party to the following address, or by email:

UNIVERSITY:

Penn State Fayette, The Eberly Campus
2201 University Drive
Lemont Furnace, PA 15456

Debra Saylor
djs374@psu.edu
724-430-4130

SCHOOL DISTRICT:

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

Attn: Francie Spigelmyer, PhD
Chief Academic Officer / Title IX Coordinator
frances.spigelmyer@pacyber.org
724-221-9211

(a) Entire Agreement. This Agreement contains the entire agreement between the parties, and supersedes all prior and contemporaneous understandings, whether written or oral, with respect to the subject matter hereof. This Agreement may not be amended or modified except in a writing signed by both parties.

(b) Governing Law. This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without reference to its conflicts of laws principles.

(c) Execution; Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, and all of which together shall be deemed to be one and the same agreement or document. Signatures and signed copies of this Agreement transmitted by facsimile, email or other means of electronic transmission shall constitute effective execution and be deemed to have the same legal force and effect as delivery of an original executed copy of this Agreement for all purposes.

(d) No Waiver. The failure of any party hereto to exercise any right, power or remedy provided under this Agreement or otherwise available in respect hereof at law or in equity, or to insist upon compliance by any other party hereto with its obligations hereunder, and any custom or practice of the parties at variance with the terms hereof, shall not constitute a waiver by such party of its right to exercise any such or other right, power or remedy or to demand such compliance.

(e) Publicity. Neither party may use the name, logos, or marks of the other without the prior written consent of the other party.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

For the School District:



1.18.2024

Superintendent

Date

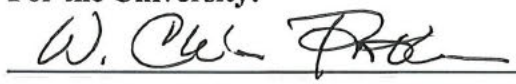


1/22/2024

High School Principal

Date

For the University:



02/02/2024

(Chancellor)
(campus)

Date



2/5/2024

Margo DelliCarpini

Date

Vice President for Commonwealth Campuses
and Executive Chancellor

High School Academy & Dual Enrollment Programming Agreement

This agreement is entered into by and between PA Cyber School (hereinafter referred to as the "school district") and the Community College of Beaver County (hereinafter referred to as "CCBC"). This agreement sets out the terms and conditions of the High School Academy and Dual Enrollment programming offered by these institutions.

I. Purpose

High School Academies

CCBC's nationally distinctive High School Academy program is a dual enrollment opportunity for high school students to earn college credits and explore future careers in their area of interest. Academy students can earn up to 28 credits towards an associate degree by high school graduation. The Community College of Beaver County has six Academies which include Aviation, Construction, Criminal Justice, Education, Health, and STEM.

The CCBC High School Academies share the same goals:

- ***Build*** partnerships with local and regional high schools and four-year colleges and universities.
- ***Encourage*** students to pursue higher education and have a jump-start on a college degree.
- ***Introducing*** high school students to the academic rigor required in college.
- ***Develop*** leadership skills and character in high school students.
- ***Supply*** additional transfer students for CCBC's partnering 4-year institutions through articulation agreements; and
- ***Prepare*** a pipeline of students for in-demand career fields in Western Pennsylvania and beyond.

Dual Enrollment

High school students who have completed their freshman year in high school and who are approved by their local school district to participate in the dual enrollment program will be allowed to enroll as a Dual Enrollment student. Dual Enrollment Students are high school students taking CCBC courses on the college campus or online. Individuals accepted under this status will not be eligible for financial aid benefits or enrollment in preparatory courses.

II. Student Eligibility

High School Academies

1. High School Academy students must be juniors or seniors in a high school.
2. Each Academy has a GPA requirement. The GPA requirement for each Academy is based on the level of coursework taken within the Academy. For specific GPA requirements for each Academy refer to the Academies website. Academies click here
3. The High School Academies require students to have displayed good attendance and good conduct in school.
4. These students must have a recommendation from their principal or guidance counselor.
5. Based on the Academy, the student may be required to have taken Algebra I, Biology and Chemistry with a lab, or Pre-Calculus. To see which courses are required for each Academy refer to the curriculum sheets within the High School Academies website. Academies click here

Dual Enrollment

1. Dual Enrollment students should be limited to sophomore, junior and senior students in a high school.
2. To be eligible for Dual Enrollment, students need to have a 2.8 GPA.
3. The number of college-level courses completed should not exceed 2 courses per semester
4. The College may establish additional criteria for admission into courses.

III. Courses Offered

High School Academies

Students will follow a prescribed pathway for the academy of their choice. Each semester will consist of up to 7 credits for a total up to 14 credits each academic year. A student can earn up to 28 college credits if completing both their junior and senior years in the academy programming.

Dual Enrollment

Students can select up to two college courses each semester from the overall college schedule. The student must meet pre-requisites for the course to be approved for registration.

IV. Student Support Services

CCBC will provide the following support services to students enrolled in the program: tutorial services both, face-to-face and online and on demand, access to our library as well as our online library databases, transition support via the Access Ability Center for disability support services, Student Success Lab, and academic advising.

College Level Section 504/ADA Accommodations:
When taking a college level course, high school students with documented disabilities are eligible to receive accommodations. Accommodations at the college level may differ from those at the high school level. The college will not provide modifications to change the course content or performance expectations that would substantially alter the essential elements of the courses.

The College Counselor is available to HS Academy and Dual Enrollment students in crisis situations where the threat of self-harm, harm to others, or abuse is evident and/or disclosed to any Faculty, administrator, or staff member. Parental/Guardian notification will occur as necessary or as granted permission by the student.

V. Student Credit

Students completing courses through these programs will have the course completion and relevant grade posted to the student's official CCBC transcript. Transfer of these credits to other institutions will be subject to the procedures and requirements of the receiving institution.

If at any time during the semester, the student would decide that they would like to withdraw from High School Academy or Dual Enrollment courses they must notify the Associate Dean of High School Academies or his or her designee by the designated withdraw date as outlined on the CCBC academic calendar. If the student decides to withdraw outside of the withdraw or refund dates established by the college, the faculty will still be required to report a grade for the student and the student will still be responsible for the tuition for the course(s).

VI. Enrollment and Registration

High School Academy

1. Students are required to print and complete the paper High School Academies Application and submit it to the Associate Dean of High School Academies and Dual Enrollment or his or her designee along with a copy of their most current report card and high school transcript.
2. Student will be contacted after the application is reviewed with the status of their acceptance.
3. If accepted into the academies, the student will be invited to an onboarding meeting where they will complete additional documents and register for their courses.

Dual Enrollment

1. Students are required to submit the Dual Enrollment and College in High School application online.
2. Students are required to submit the Dual Enrollment registration form provided by the high school counselor or the Associate Dean of High School Academies or designee
3. The student or school counselor will send the dual enrollment registration form along with official high school transcripts and current report card to the Associate Dean of High School Academies or his or her designee.
4. Students will need to take the CCBC placement test if the high school will not sign the placement test waiver form.

VII. Tuition and Fiscal Transactions

Classes taught by CCBC will be billed to the student at the appropriate tuition rates as approved by the Board of Trustees according to the students' appropriate tuition code. It is the responsibility of the student's parent(s) to pay for the courses by the established tuition deadline of the college. These deadlines can be found on the college academic calendar located on the CCBC website.

VIII. Mutual Terms and Conditions

A. *Term of Agreement*. This agreement shall automatically renew annually unless a written termination request is submitted by either party. See VIII B.

B. *Termination of Agreement.* Either party may terminate this Agreement for any reason with, ninety (90) days' notice. In the event of a substantial breach, either party may terminate this agreement upon the occurrence of the breach by written notice that may be less than 90 days. In no event shall the termination of this Agreement by either Party take effect before the end of a then current academic term or adversely affect any student who may be participating in the agreement.

C. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination and related procedures to insure such based-on Title VI of the Civil Rights Act of 1964 regarding sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972, and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990.

D. *Interpretation of the Agreement*. The laws of the Commonwealth of Pennsylvania govern.

E. *Modification of Agreement*. This Agreement shall only be modified in writing with the same formality as the original Agreement.

F. *Entire Agreement*. This Agreement represents the entire understanding between parties. No other prior or contemporaneous oral or written understandings or promises to exist regarding this relationship.

G. *Confidentiality*. The parties shall protect the confidentiality of student records as dictated by the Family Educational Records and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or dictated by the terms of this agreement.

H. *Notification*. Either institution may withdraw from the agreement upon written notification to the other participant. The CCBC High School Academy and Dual Enrollment office and High School Administrative team serve as the official points of contact for this Agreement.

I. *Authority*. The Parties executing this Agreement represent and warrant to each other that they have the full right, power, capacity, and authority to execute and deliver this Agreement, and that they have duly and properly performed all acts required to authorize them to carry out this Agreement and the transactions contemplated by it.

Signature page to follow

CCBC High School Academy and Dual Enrollment Programming Agreement

Signature page

School District Signatures

Frances Spigelmyer — 2/8/2023

Dr. Frances Spigelmyer
Chief Academic Officer, PA Cyber

Date

Edward T Elder — 2-8-2023

Edward Elder, PA Cyber Board President

Date

College Signatures

Roger W. Davis — 2-10-2023

Dr. Roger W. Davis
CCBC President

Date

Shelly L Moore — 2-13-2023

Dr. Shelly Moore
VP Academic Affairs/Provost

Date

Lauren K Susan — 2-13-2023

Lauren Susan
Associate Dean, HS Academies & Dual Enrollment

Date

Community College of Beaver County ACADEMIES

DUAL ENROLLMENT Community College of Beaver County

The Pennsylvania Cyber Charter School
652, Midland Avenue, Midland, PA 15009

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this 16th day of June, 2025

By: Stephen W. Robinson (Signature of Board President)

Stephen W. Robinson (Print Name)

PA Cybes Board of Trustees

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.
The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use

of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: http://www.education.state.pa.us.

Affirmed on this 10th day of June, 2025

By: Stephen W. Robinson (Signature of Board President)

Stephen W. Robinson (Print Name)

PA Cyber Board of Trustees

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.
The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: http://www.ethics.state.pa.us.

Affirmed on this 16th day of June, 2025

By: Stephen W. Robinson (Signature of Board President)

Stephen W. Robinson (Print Name)

PA Cyber Board of Trustees

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 16th day of June, 2025

By: Stephen W. Robinson (Signature of Board President)

Stephen W. Robinson (Print Name)

PA Cyber Board of Trustees

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 16th day of June, 2025

By: Stephen W. Robinson (Signature of Board President)

Stephen W. Robinson (Print Name)

PA Cyber Board of Trustees

Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 16th day of June, 2025

By: Stephen W. Robinson (Signature of Board President)

Stephen W. Robinson (Print Name)

PA Cyber Board of Trustees